



ACTIVITY BOOK

The Story of the Jewish People

BY GILBERT AND LIBBY KLAPERMAN



VOLUME FOUR

FROM THE SETTLEMENT OF AMERICA
THROUGH ISRAEL TODAY

Illustrated by
STEPHEN KRAFT





**ACTIVITY
BOOK**

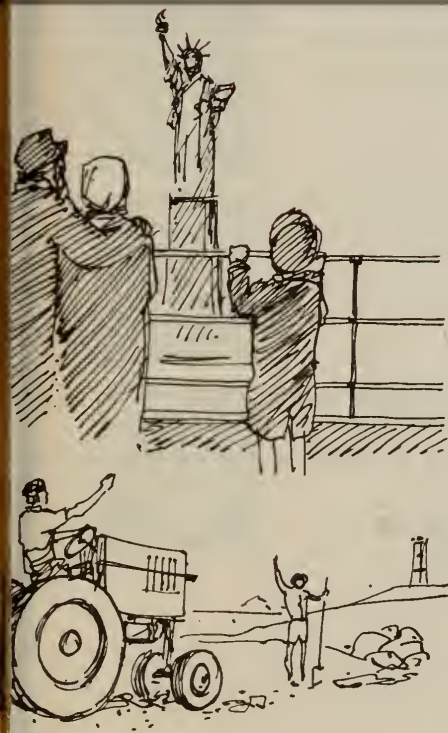
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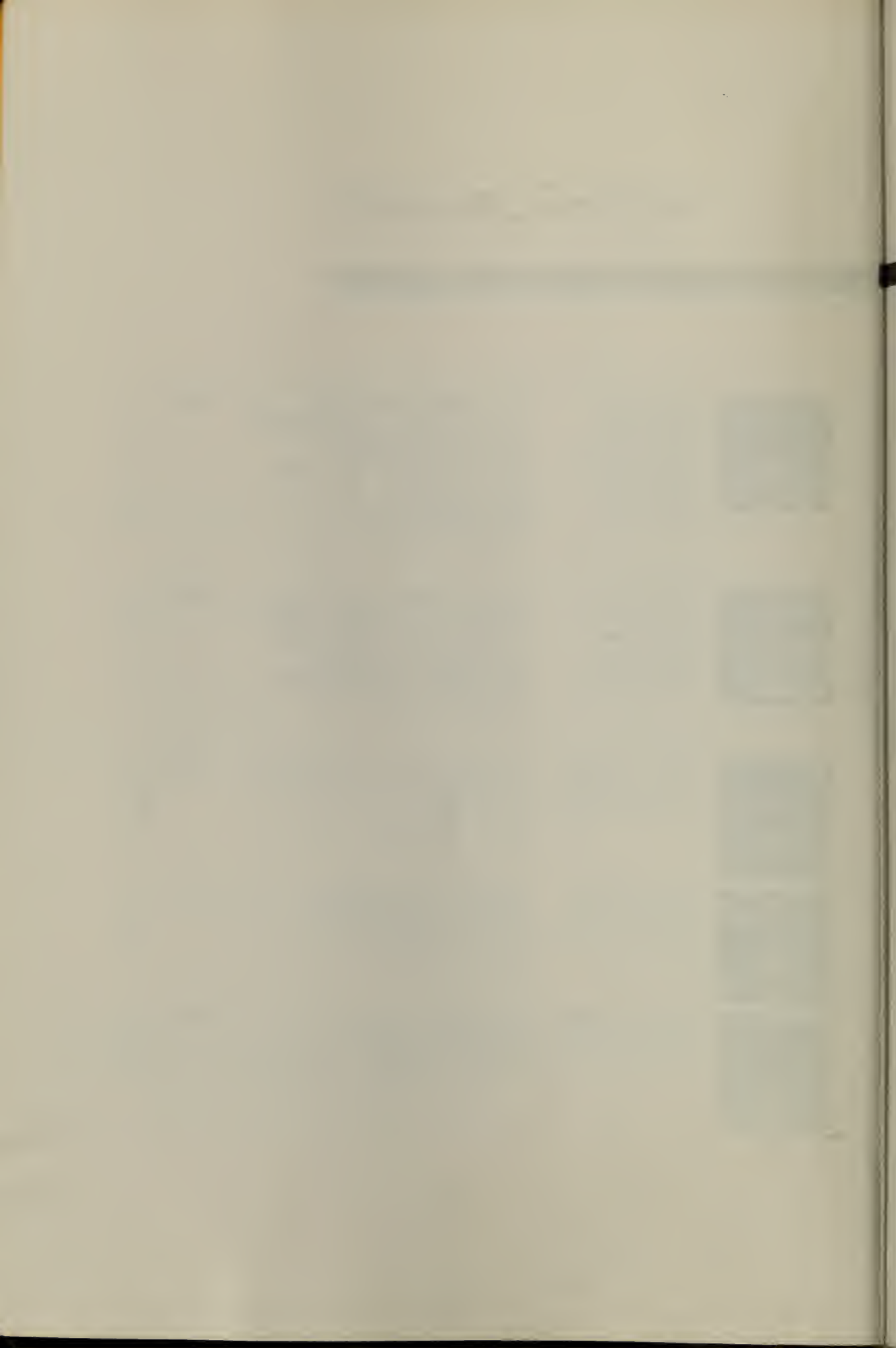
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TO THE PUPIL

The purpose of this workbook is to help you study *STORY OF THE JEWISH PEOPLE* effectively. Learning how to study is an important job in itself. The exercises in this book, if you do them carefully, will not only help you remember the important facts of Jewish history, but will also help you increase your vocabulary, understand maps, and grasp the order in which things happened. They will show you how to organize and remember important information.

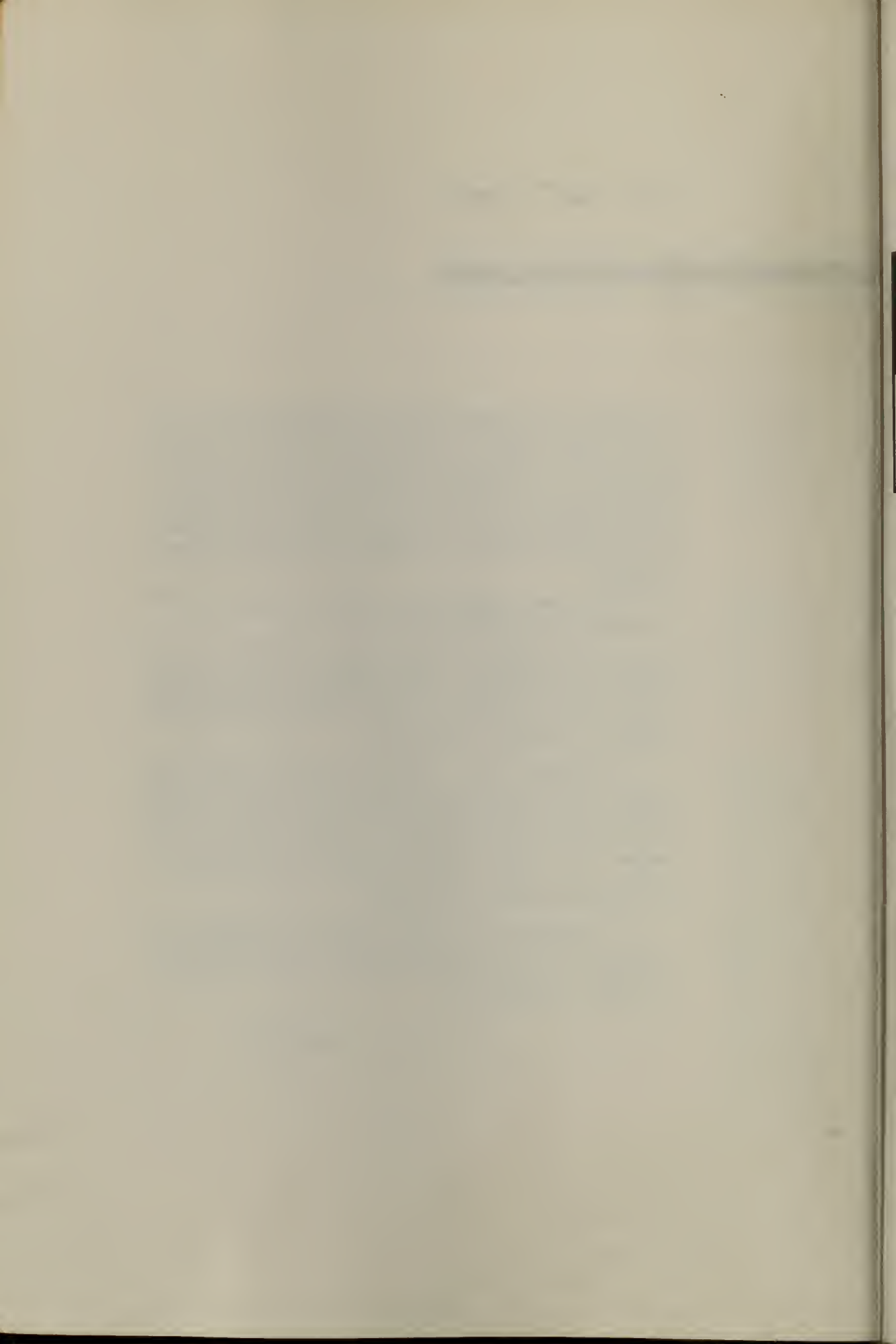
Here are some suggestions for studying *STORY OF THE JEWISH PEOPLE* and using this workbook.

1. *Read intelligently.* Before you try to answer any of the questions in the workbook, read the chapter or unit of the textbook on which the questions are based. Test yourself by trying to answer the questions "Things to Do" and "Things to Remember" which are at the end of each chapter.

2. *Talk things over.* You need to talk about many of the things which you are studying. Talking helps to clear up muddled problems, and even helps you to remember historic events. Discuss the questions in the book and in the workbook with your fellow students. Argue about them, but always try to see all the facts involved. Your teacher will always be glad to help you whenever you cannot find the facts for yourself.

3. *And finally, neatness counts.* Answer the questions in your workbook neatly and clearly. If you do this, your workbook will be attractive and useful. You will find it a great help whenever you want to turn back to it.

The Authors



UNIT ONE

FROM WASHINGTON TO LINCOLN

Your social studies courses have taught you that America was settled and built by many different groups coming from the Old World. You have studied about the Dutch and the Puritans and the French, and the contributions each of these made to the growth of America.

For the first time, however, you will now be studying about the Jews and the contributions they made to America. You will see how the Jews affected American democracy, and how in turn, American democracy affected them, changing some aspects of their lives and strengthening other aspects.

In your study, you should be able to see two important things. One is the tie which American Jews have with Jews all over the world, no matter how rich or poor, how powerful or helpless. The other idea you will understand is the fulfillment of historic destiny as Jews develop Israel and make it a Jewish state.

When you see these two important things, you will be better able to understand American Jews, why they do the things they do and what problems they face.

CHAPTER ONE

The Voyage To A New Land (PAGES 15-25)

You need to have plenty of imagination to go back in time, and think of how it was when the early settlers lived in America. You have studied most of this background in your social studies courses. Now you will be seeing how Jewish settlers, as well, fared in those early times.

As you read about the first days in the New World, try to fit the clues and theories together to make a picture of the way your ancestors lived. The trail, of course, begins in the Old World—in Asia and Europe. You will have to remember all that happened to the Jews before the fateful year 1492 in order to better appreciate and understand the occurrences in Colonial America.

This workbook is designed to help you recall what you have studied. To get the most out of it, work neatly, carefully, and intelligently.

I GEOGRAPHIC BACKGROUND

Directions: Study a map of the world in an atlas. Then fill in the blanks in the following sentences, using the correct word or phrase to complete the meaning.

1. Jews from all parts of the world came to the Atlantic coastal town of _____, or Pernambuco, which was in _____.
2. After the Portuguese governor expelled the Jews of Recife, some went to _____ and _____.
3. Guadaloupe and Martinique are in the _____.
4. The *St. Charles* set out from Recife for _____.
5. A people who had been very hospitable to Marranos who fled to their country were the _____.

II GETTING THE FACTS

Directions: As you read The Story of the Jewish People, look for the important facts that are worth remembering. Keep asking: Who? Why? When? Where? How? The following questions will help you find the main points in Chapter One.

1. The year 1492 marks two important events in our lives. They are:
 - a. _____
 - b. _____

2. The Jews fared better under the Dutch and the English than under the Spanish and Portuguese because _____

3. The first Jews who settled in New Amsterdam came from _____ because _____

4. Two Jews who were in Columbus' crew were _____ and _____

5. Asser Levy and Jacob Barsimson were the heads of the Jewish community of _____. They struggled with _____ over _____

6. The Dutch West India Company wrote to Peter Stuyvesant establishing the important principle that _____

III MATCHING COLUMNS

Directions: After each name or description in Column B, write the number of the word or phrase in Column A with which it is most closely associated.

COLUMN A	COLUMN B	ANSWER
1. Inquisition	a. Map Jew	a. <u>5</u>
2. San Salvador	b. Conqueror of Peru	b. <u>6</u>
3. Abraham Zacuto	c. Department of Church in Spain	c. <u>1</u>
4. Asser Levy	d. Professor in Spain	d. <u>3</u>
5. Judah Crescas	e. Governor of New Amsterdam	e. <u>7</u>
6. Pizarro	f. Jew from Columbus' crew who settled in Cuba	f. <u>11</u>
7. Peter Stuyvesant	g. Place in New World where Columbus planted his flag	g. <u>2</u>
8. St. Charles	h. Head of Jewish community of New Amsterdam	h. <u>4</u>
9. 1654	i. Expulsion of Jews from Spain	i. <u>10</u>
10. 1492	j. Ship on which Jews came to new Amsterdam	j. <u>8</u>
11. Luis de Torres		

IV TRUE OR FALSE?

Directions: The aim of this exercise is to test your ability to distinguish facts from falsehood. Mark a "T" next to the statement which you think is correct. Mark an "F" next to the statement which you think is incorrect.

- ☐ 1. The Inquisition believed that all men should be allowed to practice the religion of their choice.
- ☐ 2. The Spanish explorers were gentle, tolerant, and understanding men.
- ☐ 3. Ferdinand and Isabella forbade any Jews to join Columbus on his historic voyage.
- ☐ 4. Abraham Zacuto, although he was not on one of Columbus' ships, was a great help to Columbus in charting his voyage.
- ☐ 5. Jewish members of Columbus' crew were all baptized.
- ☐ 6. There were Indian Marranos as well as Jewish Marranos.
- ☐ 7. The first Jews to come to New Amsterdam came from Spain.
- ☐ 8. Jacob Barsimson and Asser Levy held a difference of opinion as to whether or not Jews should accept second-rate citizenship.
- ☐ 9. The Dutch West India Company did not agree with Peter Stuyvesant that Jews should be kept out of the new colonies.
- ☐ 10. The number of Jews in the New World by 1664 was over two million.

V MAP STUDY

Directions: Whenever you read the name of a place in your textbook, make sure you know where it is. The purpose of this exercise is to help you find and remember the location of the places that are important in Chapter One. On the outline map of the world, on page 92 of your workbook, write the name of each of the following in its correct location.

- | | |
|-------------------------|-------------------------|
| 1. Brazil | 5. Recife |
| 2. South America | 6. Holland |
| 3. North America | 7. New Amsterdam |
| 4. Spain | |

VI TIME STUDY

Directions: It is very important to gain a sense of chronology—that is, to understand when and in what order things happened. After each of the following groups of events, write the letter of the event that happened first.

- 1. (a) Expulsion from Spain, (b) Expulsion from Recife, (c) Peter Stuyvesant's letter to the Dutch West India Company. ()
- 2. (a) Voyage of *St. Charles*, (b) Voyage of Columbus, (c) Inquisition. ()

3. (a) Establishment of Jewish community of Holland, (b) Establishment of Jewish community of Recife, (c) Establishment of Jewish community of New Amsterdam. ()
4. (a) Peter Stuyvesant, (b) Columbus, (c) Judah Crescas. ()

VII SUMMARY

Directions: Write a summary of Chapter One, including a discussion of the following topics:

How the Jews Arrived in the New World

How Jews Were Treated in the New World

What American Truth Jews Helped to Establish in the New World

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the page.

CHAPTER TWO

Living As a Jew in Early America (PAGES 26-35)

It is hard to think of the thirteen colonies as places where religious freedom was not practiced. Perhaps your social studies book never dealt with this subject. Suddenly you see that the Jew had a difficult time in the New Land. It may come as a shock to you.

As you study how different Jewish communities grew and developed, watch how the Jews kept alive as Jews. They did this by studying, by learning their Torah, by keeping alive the Hebrew language, by joining together in synagogues and in community ventures. Studying the life of the early Jewish settlers will not only help you understand their history, but will also give you some of the answers to the problems of modern Jewish life.

I MULTIPLE CHOICE

Directions: After each of the following sentences, write the letter of the word or phrase that best completes the meaning.

1. The Jews came to the New World from (a) Russia and Poland, (b) Hungary and Rumania, (c) Spain and Portugal, (d) Latvia and Estonia. ()
2. By 1776 there were (a) one million, (b) one thousand, (c) one hundred, (d) over two thousand, Jews in the original thirteen colonies. ()
3. Jewish communities did not exist in (a) Massachusetts, (b) New York, (c) South Carolina, (d) Georgia. ()
4. The Seixas family were (a) Catholics, (b) Puritans, (c) Jewish, (d) Quakers. ()
5. The first synagogue in the new land was (a) Mikveh Israel in Philadelphia, (b) Shearith Israel in New York, (c) Touro Synagogue in Rhode Island, (d) Beth Elohim in Charleston. ()
6. The people of Christian faith who were most intolerant of the Jews were (a) the Quakers, (b) the Puritans, (c) the Catholics, (d) the Baptists. ()
7. James Oglethorpe helped Jews settle in (a) Georgia, (b) Rhode Island, (c) New York, (d) South Carolina. ()
8. The Gratz family lived in (a) Philadelphia, (b) Savannah, (c) Newport, (d) Charleston. ()
9. A hero of South Carolina is (a) Haym Solomon, (b) Aaron Lopez, (c) Francis Salvador, (d) Hayman Levy. ()

10. A Sephardic Jew is a descendant of, (a) Spanish, Portuguese and Italian ancestry, (b) Germanic and East European ancestry, (c) Swedish ancestry, (d) an American-born Jew. (2)

II MAP STUDY

Directions: On the outline map of the United States on page 93 of this workbook, show the location of each of the following.

- | | | |
|-------------------|-------------------|-------------------|
| 1. Newport | 5. New York State | 9. New York City |
| 2. Georgia | 6. Charleston | 10. Massachusetts |
| 3. Savannah | 7. Philadelphia | 11. Rhode Island |
| 4. South Carolina | 8. Pennsylvania | 12. Connecticut |

III GETTING THE FACTS

Directions: In each of the following sentences write the word or phrase that best completes the meaning.

1. The Sephardic Jews were attracted to the New World because_____
2. Jewish communities existed in the five cities of_____, _____, _____, _____, and_____.
3. The first Jewish synagogue was called_____, and was established in the city of_____.
4. Newport attracted many Jews because_____
5. The_____ Synagogue in Rhode Island is now a national shrine.
6. Jews were not permitted to settle in Massachusetts and Connecticut because_____.
7. One of the men who helped finance the American Revolution was_____
_____.
8. _____ is considered to be the model for the Jewish heroine of *Ivanhoe*.

9. A Jew who was scalped by the Indians was _____

IV MATCHING COLUMNS

Directions: After each item in Column B write the number of the item in Column A with which it is most closely associated.

COLUMN A	COLUMN B	ANSWER
1. Hayman Levy	a. Philanthropist whose name is on synagogue in Newport	a. <u>2</u>
2. Benjamin Seixas	b. Scalped by the Indians	b. <u>9</u>
3. Judah Touro	c. largest candle manufacturer	c. <u>5</u>
4. James Oglethorpe	d. name borne by a college in Philadelphia	d. <u>8</u>
5. Aaron Lopez	e. employer of John Jacob Astor	e. <u>7</u>
6. Francis Salvador	f. founder of the New York Stock Exchange	f. <u>3</u>
7. Rebecca Gratz	g. founder of Rhode Island	g. <u>1</u>
8. Roger Williams	h. founder of Georgia	h. <u>4</u>

V TRUE OR FALSE

Directions: Mark a "T" next to the statement which you think is correct. Mark an "F" next to the statement which you think is incorrect.

- ☐ 1. The Sephardic Jews refused to come to America.
- ☐ 2. Jewish communities did not exist in each of the Thirteen Colonies.
- ☐ 3. Jews too engaged in the slave trade.
- ☐ 4. Jacob Franks was one of the chief suppliers of the British army in the French and Indian War.
- ☐ 5. *Mikveh Israel* is another name for the Touro Synagogue.
- ☐ 6. Haym Solomon and Joseph Simon both helped the Continental Army.
- ☐ 7. The Puritans did not allow the Jews to enter Newport.
- ☐ 8. "The Act of Toleration" gave the Jews the right to enter Maryland in large numbers.

VI QUESTIONS TO THINK ABOUT

Directions: Consider the following questions carefully. If possible, discuss them in class. Then write your answers to each in the space provided.

1. Why didn't Russian Jews flock in large numbers to the new land?

2. How did Jews help the struggling country of America get started?

3. How did Orthodox Judaism help to keep the Jews together?

CHAPTER THREE

The Fight for Freedom (PAGES 36-46)

America is a wonderful country. It symbolizes freedom and independence of spirit. It has given the nations of the world the idea of democracy.

The ideology of democracy did not come about easily. While it is true that the early settlers brought to America English ideas about law and freedom and the rights of common people, these rights had to be strengthened and confirmed.

In this chapter you learned how the Jews of early America helped to fight in the battle for freedom. Though the fighters have won many victories, the battle is not finished by any means. It is still going on today.

I CURIOSITY QUIZ

Directions: Here are some "whys" you should be curious enough about. Answer the question in one sentence.

1. Why was Mordecai Sheftall imprisoned by the British?

*He was considered one of the leading
rebels of the South.*

2. Why did James Madison mention Haym Solomon in one of his letters?

*He helped financially without
recognition.*

3. Why did the Jews of that time enjoy religious freedom but not political freedom?

*Because the State retained the power
as before the Revolution to make laws.*

4. Why did James Madison fight against the proposal formally to establish Christianity as the state religion of Virginia?

*Because Virginia looked to the
Church of England as the only Religion.*

II TELLING A STORY

Directions: Your text describes the life of Haym Solomon by telling of his great accomplishments and his lifework. Write out this story in your own words. Here is the title for your tale.

THE MAN BEHIND THE REVOLUTION

[illegible]

III THINGS IN COMMON

Directions: In each of the following groupings, the three items listed together have something in common. For example, a rose, a lily, and a tulip are all flowers. Write what it is that they have in common in the space provided for.

1. David Franks, Isaac Hart, Mordecai Levy *They fought in the colonial Army and had high ranks*
2. Joseph Simon, Aaron Levy, Haym Solomon *Supported the Revolution financially*
3. James Madison, Thomas Jefferson, Thomas Kennedy *Fought for the rights of minorities*
4. Thanksgiving, Liberty Bell, Massachusetts Constitution *Symbols of freedom*

IV MULTIPLE CHOICES

Directions: After each of the following sentences, write the letter of the word or phrase that best completes the meaning.

1. The Thanksgiving holiday is celebrated in the style of the holiday of (a) Hanukkah, (b) Purim, (c) Succoth, (d) Shavuoth. (c)
2. Article VI of the American Constitution (a) disqualified Jews from holding office, (b) disqualified Jews, Quakers, and Catholics from holding office, (c) said that religion should not disqualify a man from office, (d) said that religion should disqualify a man from office. (c)
3. The Virginia Law to Establish Religious Freedom (a) turned Virginia into a Christian state, (b) was opposed by James Madison, (c) abolished religious discrimination in Virginia, (d) established the Inquisition in Virginia. (c)
4. The last state to adopt a religious freedom law was (a) Delaware, (b) Georgia, (c) Pennsylvania, (d) New Hampshire. (d)
5. The "Jew bill" in Maryland was championed by (a) Jacob Henry, (b) Mordecai Sheftall, (c) Haym Solomon, (d) Thomas Kennedy. (d)
6. The condition of the Jews in America was (a) better than that of the Jews in Europe, (b) worse than that of the Jews in Europe, (c) the same as that of the Jews in Europe. (a)
7. In Europe, in 1791, the only country which granted Jews equal rights of citizenship was (a) England, (b) France, (c) Russia, (d) Spain. (b)

V BUILDING YOUR VOCABULARY

Directions: The following words appear in "The Fight for Freedom." To make sure you understand their meaning, write a synonym or definition after each word. You will find it useful to consult the dictionary as well as your textbook.

1. **democracy** _____

2. **liberal** _____

3. **precepts** _____

4. **Tory** _____

5. Non-importation Resolution _____

6. destitute _____

7. minority _____

8. discrimination _____

9. prejudice _____

10. precedent _____

VI TRUE OR FALSE

Directions: Mark a "T" next to the statement which you think is correct. Mark an "F" next to the statement which you think is incorrect.

- ☒ 1. Jews in the Revolutionary days had no influence on American life.
- ☒ 2. The Puritans tried to guide themselves by the Bible.
- ☒ 3. There were Jews on the side of the Tories as well as on the side of the Revolutionists.
- ☒ 4. No Jew ever became an officer in the Revolutionary Army.
- ☒ 5. Jews helped to finance the American Revolution.
- ☒ 6. A memorial to Haym Solomon exists in Chicago today.
- ☒ 7. Jews fought for the right to run for office in Colonial days.
- ☐ 8. The Constitution of the United States offered no protection against discrimination.
- ☒ 9. James Madison fought for religious freedom in Virginia.
- ☒ 10. Thomas Kennedy fought for religious freedom in Georgia.

VII ADDING UP THE SCORE

Directions: In the space below write a paragraph proving the statement made by your textbook that "Hebraic mortar cemented the foundations of American Democracy."

CHAPTER FOUR

New Immigrants in a New Land (PAGES 47-63)

The 17th and 18th centuries in America may seem to you to be a time of slow progress. Actually, many things were happening in rapid-fire succession. Settlements were founded; schools were established; laws were set; and a new and stronger America was emerging. Part of this new America was its determination to carry the message of freedom and liberty for all.

Actually, we have told the story of this development in two chapters. In Chapter Three, "The Fight for Freedom," you learned how Jews struggled to achieve equal rights. In Chapter Four you studied how Jews established themselves as respected citizens. You also saw how the Jewish community began to recognize the need to unite in order to protect itself, and to adequately voice its opinion.

The Jewish community is still not united today. Will it become so in the years ahead? No one knows the answer. The story of how the American Jewish community was built will help you make up your mind about the problems it faces.

I BUILDING YOUR VOCABULARY

Directions: The following words and phrases are used in Chapter Four. After each word or phrase write the meaning or use it in a sentence.

1. edict _____

2. emancipation _____

3. revolutionary _____

4. immigration _____

5. emigration _____

6. "Forty-eighters" _____

7. secular _____

8. shochet _____

9. hazzan _____

10. supplementary _____

II ILLUSTRATING HISTORY

Directions: On another sheet of paper, draw a series of pictures or cartoons showing the chief events in the Damascus affair or in the Mortara case.

III MATCHING COLUMNS

Directions: After each item in Column B write the number of the item in Column A with which it is most closely associated.

COLUMN A	COLUMN B	ANSWER
1. Napoleon Bonaparte	a. Curly Headed White Chief	a. <u>5</u>
2. Edgar Mortara	b. famous French Jewish lawyer	b. <u>8</u>
3. Levi Strauss	c. originator of new kind of trousers	c. <u>9</u>
4. Joseph Jonas	d. Jewish child taken by the Pope	d. <u>2</u>
5. Julius Meyer	e. famous English philanthropist	e. <u>4</u>
6. Rebecca Gratz	f. conqueror of Europe	f. <u>1</u>
7. Pinina Moise	g. founder of first Sunday School	g. <u>6</u>
8. Adolphe Cremieux	h. first Jew in Cincinnati	h. <u>4</u>
9. Moses Montefiore	i. blind poetess	i. <u>7</u>

IV GETTING THE FACTS

Directions: Write the answers to the following questions in the space provided.

1. Give three reasons why many Jewish immigrants turned to peddling as an occupation.

2. Why was the Hebrew Benevolent Society organized and what was its purpose?

3. In what way were the Alliance Israelite Universelle and the Board of Delegates of American Israelites alike?

V WHO AM I?

Directions: Write the name of the person who is speaking in the space next to each sentence.

- _____ 1. I founded the first Sunday School in America.
- _____ 2. I was the first Jew to settle in Cincinnati.
- _____ 3. I was a Jew who won the respect of the Pawnee Indians.
- _____ 4. A pair of trousers is named after me.
- _____ 5. I was a French lawyer who protested the Damascus affair.

VI FILLING IN

Directions: In each of the following sentences write the word or phrase that best completes the meaning.

1. The First Wave of Immigration was the immigration of_____.
2. The Second Wave of Immigration began with the year_____.
3. A majority of _____ Jews came in the First Wave; a majority of _____ Jews came in the Second Wave.
4. Three early Ashkenazic synagogues are_____ and _____ and _____.
5. _____ and _____ are two American communities named after Jews.
6. In order to preserve their religion, the first thing Jews did was_____.
7. The supplementary Jewish education program is_____.
8. Penina Moise founded a Sunday School in_____.
9. The B'nai B'rith originally started as_____.
10. The blood libel was the root of the _____ Affair.

VII CULTURAL CONTRIBUTIONS

Directions: Make a list of five Jews who have made important contributions to the modern world. Tell what each has contributed.

NAME	CONTRIBUTION
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

CHAPTER FIVE

Men of Principle (PAGES 64-73)

You have been studying how the Jews played a great part in the development of young America. In this chapter, you followed the lives of two talented men who held on to great principles and lived by them.

Since the days of Judah Touro and Mordecai Manuel Noah, philanthropy and Zionism have become established patterns of behavior for American Jews. But in those early days, it took pioneers with great foresight and understanding to act the way they did. Judah Touro could very well have kept his money to buy himself lavish possessions. And Noah could easily have forgotten all about his people, the Jews. Instead, both these men, with wisdom and vision, established a trail for others to follow.

I TIME STUDY

Directions: At the right of the following groups of events write the letter of the event that happened last.

1. (a) Ararat, (b) Revolutionary War, (c) Battle of New Orleans (a)
2. (a) Luis de Torres, (b) Haym Solomon, (c) Judah Touro (c)
3. (a) Rezin Davis Shepherd saves Touro's life, (b) Rezin Davis Shepherd frees his slaves, (c) Judah Touro visits Rezin Davis Shepherd. (b)
4. (a) Noah dedicates Ararat, (b) Noah is appointed Consul to Tunis, (c) Noah visits the Jewish communities of Europe. (a)

II MAKING CHOICES

Directions: Choose the correct answer in each of the following statements by underlining a, b, or c.

1. Judah Touro was the son of—

- a. Noah.
- (b) the rabbi of Newport Synagogue.
- c. the rabbi of New Orleans Synagogue.

2. Judah Touro's fame lies as a—

- a. statesman.
- (b) philanthropist.
- c. Zionist.

3. For most of his life, Touro lived in—

- a. Newport.
- b. New York.
- (c) New Orleans.

4. A philanthropist is—

- a. one who believes in a Jewish homeland.
- b. one who is against the British.
- ☒ c. one who gives charity.

5. A monument supported by Judah Touro was—

- a. the Washington monument.
- b. the Lincoln monument.
- ☒ c. the Bunker Hill monument.

6. Mordecai Manuel Noah lived in—

- a. Newport.
- ☒ b. New York.
- c. New Orleans.

7. Mordecai Manuel Noah's fame lies as a—

- a. statesman.
- b. philanthropist.
- ☒ c. Zionist.

8. Ararat was—

- ☒ a. a refuge for Jews.
- b. Noah's pen name.
- c. Touro's best friend.

9. Ararat was located on an island near—

- ☒ a. Buffalo.
- b. Maine.
- c. Florida.

10. A Zionist is—

- ☒ a. one who believes in a Jewish homeland.
- b. one who is against the British.
- c. one who gives charity.

III WRITE YOUR OWN ENDING

Directions: This is the beginning of a story told in your textbook. Write the ending in your own words.

THE REFUGE FOR THE JEWS

During the 19th century in America, a prominent Jew by the name of Mordecai Manuel Noah decided that the Jews needed a state of their own. As American consul to Tunis, Noah had seen the plight of the Jews in Europe. He hoped that a state of their own would bring them all together in peace and happiness.

In 1825, Noah bought some land on an island in the Niagara River, opposite the city of Buffalo. _____

IV ILLUSTRATING HISTORY

Directions: The laying of the cornerstone of Ararat must have been a colorful affair. Use your imagination to draw a picture of this event.

V QUESTIONS TO THINK ABOUT

Directions: Consider the following questions. If possible discuss them in class. Then write after each question a statement of your opinion.

1. Why is the "dual allegiance" question still important today?

2. Why is Judah Touro so important?

3. In what way did Noah succeed, even though he failed in establishing Ararat?

CHAPTER SIX

Crisis in the Civil War (PAGES 74-87)

The influence of the Civil War on the development of American democracy is obvious. If there had been no Civil War, America might have grown up to be a quite different kind of country, with different ideas and principles. Because of this fact, we can say that Lincoln shaped American democracy. He stated the right of all men to be free and equal. He, who was himself a mild and peace-loving man, was called upon to guide his country through a horrible war between brothers, fought in order to preserve that right.

You have read in this chapter how the Jewish people came through in their own crisis—the crisis of Order No. 11—and established themselves on equal footing with their neighbors. In overcoming these hardships, the Jews achieved a greater security in America. They gave hope to those in Europe who were still living under medieval conditions of fear, hardship, and persecution.

BUILDING VOCABULARY

Directions: The following words appear in Chapter Six. Make sure you understand their meaning by writing after each one a brief definition or explanation. You should consult the dictionary as well as your textbook.

1. minority _____

2. scapegoat _____

3. hate-mongering _____

4. anti-Semitism _____

5. denomination _____

6. chaplain _____

II MATCHING COLUMNS

Directions: After each item in Column B, write the number of the item in Column A with which it is most closely associated.

COLUMN A	COLUMN B	ANSWER
1. Arnold Fischel	a. prominent banker	a. <u>8</u>
2. Judah Benjamin	b. composer of a special prayer	b. <u>10</u>
3. Abraham Lincoln	c. Jewish Abolitionist	c. <u>6</u>
4. David Yulee	d. brains of the Confederacy	d. <u>2</u>
5. Ulysses S. Grant	e. Great Emancipator	e. <u>3</u>
6. David Einhorn	f. senator from Florida	f. <u>4</u>
7. Abraham Jonas	g. one who fought for Jewish chaplains	g. <u>1</u>
8. Joseph Seligman	h. one who opposed Order No. 11	h. <u>9</u>
9. Cesar Kaskel	i. great friend of Lincoln's	i. <u>7</u>
10. Maximilian Michelbacher	j. officer who issued Order No. 11	j. <u>5</u>

III ILLUSTRATING HISTORY

Directions: Draw a poster urging people to abolish slavery or draw a poster urging people to abolish Order No. 11.

IV TRUE OR FALSE TEST

Directions: Mark a "T" next to the statement which you think is correct. Mark an "F" next to the statement which you think is incorrect.

- ☒ 1. The power loom and the spinning jenny caused England to cut down on her orders for cotton from the United States.
- ☒ 2. All the Jews were Abolitionists.
- ☒ 3. According to the Bible, it is a capital offense to sell a man into slavery.
- ☒ 4. Judah Benjamin was the first Jew to serve as a Senator in the United States.
- ☒ 5. A Jew served as Secretary of State of the Confederate Government.
- ☒ 6. Jews refused to raise any funds for the Union Government.
- ☐ 7. Order No. 11 expelled the Jews from the Department of Tennessee.

V COMPLETING A SENTENCE

Directions: Complete each of the following sentences with one of the words listed below:

MOSES, CHAPLAINS, COTTON, LOUISIANA, GRANT, FLORIDA, DAVIS, MONEY, MINORITY, LINCOLN.

1. The invention of the cotton gin showed a more rapid way of providing cotton.
2. Einhorn said that slavery represented a threat to every minority.
3. The house of Seligman raised money for the Union.
4. Judah Benjamin was first a Senator from Louisiana.
5. David Yulee was in the Senate representing Florida.
6. The signer of Order No. 11 was U.S. Grant.
7. The President of the Confederacy was Javis.
8. Cesar Kaskel went to see Lincoln in order to fight Order No. 11.
9. Arnold Fischel fought for the right of Jews to be chaplains.
10. The Jews often compared Lincoln to Moses.

VI KNOWING THE FACTS

Directions: Write the answers to the following questions in the space provided.

1. How did economic interests line up the sides in the fight against slavery?

2. What ^{does} did the Bible teach in regard to slavery?

3. Why was Judah Benjamin called the "brains of the Confederacy"?

VII SUMMING IT UP

Directions: Prepare a story of the advances Jews made in their fight for equal rights telling (a) why they fought Order No. 11, (b) the work of Cesar Kaskel, (c) why they wanted to become chaplains in the army, (d) the work of Arnold Fischel.

REVIEW

I Answer the following questions on the period from Washington to Lincoln.

1. What group of Jews came to America in Colonial times?

2. Name two colonies in which Jews could not settle in Early America.

a. Mass.

b. Va.

3. Name two Jews in Columbus' crew.

a. _____

b. _____

4. Mention two accomplishments for freedom during Lincoln's administration.

a. _____

b. _____

II Match the following columns, writing in Column B the number of the word or phrase in Column A with which it is most closely associated.

COLUMN A	COLUMN B	ANSWER
1. Asser Levy	a. Order No. 11	a. <u>8</u>
2. Rebecca Gratz	b. great philanthropist	b. <u>5</u>
3. Mordecai Manuel Noah	c. Brains of Confederacy	c. <u>7</u>
4. Judah Crescas	d. fighter in Revolutionary War	d. <u>10</u>
5. Judah Touro	e. Ararat	e. <u>3</u>
6. Haym Solomon	f. chaplain in the Civil War	f. <u>9</u>
7. Judah Benjamin	g. head of New Amsterdam Jews	g. <u>1</u>
8. Ulysses S. Grant	h. map Jew	h. <u>4</u>
9. Arnold Fischel	i. Jewish Sunday Schools	i. <u>2</u>
10. Francis Salvador	j. great financier	j. <u>6</u>

III Write a sentence about each of the following:

1. Peter Stuyvesant _____

2. Thomas Kennedy _____

3. Ulysses S. Grant _____

4. Abraham Lincoln _____

IV Write a paragraph about the "Jewish Fight for Freedom" telling (1) how the Jews fought Peter Stuyvesant in New Amsterdam, (2) how they fought in the Revolutionary War, (3) how they fought in the Civil War, and (4) how they fought Order No. 11.

V Choose any Jew you read about in this unit and tell why you think he helped America and Judaism the most. Document your answer with facts. Use three or four sentences to tell your story.

UNIT TWO

THE DEVELOPING AMERICAN JEWISH COMMUNITY

As you study Jewish history, you become aware of the fact that all Americans are either immigrants or the descendants of immigrants. Individual Jews and individuals of many other groups helped to defend and build up our country, to create its wealth, to develop its culture. Immigrants brought to America the best and richest of their heritage—their customs, their way of thinking, their traditions.

The Jewish people wove into the web and woof of the American tapestry their greatest possession, the golden thread of Torah. You will see it as you study this unit and as you read of their contributions. This thread of Torah not only helped the Jews who came to this country to live rich and meaningful lives, it helped build American life as well. You saw this in the influence that the Bible had upon our founding fathers. You will see it again in this unit as well.

Here is something to think about as you work out your lessons: How does the possession of Torah help each Jew to lead a richer and more meaningful life?

CHAPTER SEVEN

Reform Judaism (PAGES 93-104)

The German Jewish immigrant is credited with having brought Reform Judaism to America. He was part of the great number of educated Jews who fled for asylum from the European revolutions and settled in the Oklahoma Territory, in Texas, in Oregon and in Washington. They were the pioneers who planted new stakes wherever the frontier went—in the Midwest, the South, the Southwest, and the Far West.

These Jews who came from Austria, France, Germany, and Hungary played a great role in the cultural and economic life of the United States. Among them and their children were to be found a sampling of every profession. They were doctors, rabbis, judges, and scientists. They helped America to grow.

These same Jews used their great skill in developing Reform Judaism. Starting with no adherents in 1820, Reform blossomed forth into a well-organized movement by the end of 1890.

I MAP STUDY

Directions: On the map of America on page 93 of the workbook, show the location of the following places which are important to your knowledge of this period in Jewish history. Then answer the questions which follow.

- | | |
|-------------------------|---------------------------|
| 1. The Northwest | 6. Rhode Island |
| 2. Cincinnati | 7. Pennsylvania |
| 3. Pittsburgh | 8. Ohio |
| 4. Albany | 9. Newport |
| 5. Charleston | 10. South Carolina |

1. Which city was to house the first Reform congregation in America?

2. Which colony accepted anyone who believed in the existence of God?

3. In which city did Isaac Mayer Wise hold his first pulpit?

4. In which city did the first conference of Reform rabbis meet?

II LEARNING ALPHABET GROUPS

Directions: There is an increasing tendency in current affairs to refer to organizations by initials. In this chapter, you've learned about three. After each of the following groups of initials write the full name of the organization to which it refers.

1. UAHC _____

2. HUC _____

3. CCAR _____

III GETTING THE MAIN PARTS OF A STORY

Directions: In the following sentences write the words and phrases that will best complete the meaning.

Isaac Mayer Wise came to America in the year _____ from _____ . He had three burning desires. They were:

1. _____ .

2. _____ .

3. _____ .

His first pulpit was in the city of _____. Later he went to _____, the Queen City of the West. There a large _____ population helped him realize his dream.

Isaac Mayer Wise is considered the father of _____ in America.

IV CURIOSITY QUIZ

Directions: Answer the following briefly.

1. What two provisions in our Constitution guarantee religious freedom for all?

a. _____

b. _____

2. In what two ways did Reform in America differ from Reform in Germany?

a. _____

b. _____

3. Describe at least three types of American Jews who joined Reform:

a. _____

b. _____

c. _____

V TRUE OR FALSE

Directions: Mark a "T" next to the statement which you think is correct. Mark an "F" next to the statement which you think is incorrect.

- ☐ 1. In America, Reform arose when Jews wanted to be like their Christian neighbors.
- ☐ 2. For the most part, the American Sephardim were not attracted to Reform.
- ☐ 3. An atheist is a person who does not believe in God.
- ☐ 4. The first Reform congregation in America was in Albany.
- ☐ 5. Beth Elohim eagerly accepted Reform without a struggle.
- ☐ 6. The *Israelite* was the name affectionately given to Isaac Mayer Wise.
- ☐ 7. The Pittsburgh Platform wanted to transfer the Sabbath to Sunday.
- ☐ 8. The Pittsburgh Platform was in favor of Zionism.
- ☐ 9. Wise was the writer of the Pittsburgh Platform.

VI PARAGRAPH PRECISION

Directions: Write a paragraph on the Pittsburgh Platform giving (a) its main declarations, (b) its effect on the Jewish community.

THE PITTSBURGH PLATFORM

CHAPTER EIGHT

The Rise of Conservative Judaism (PAGES 105-118)

American Judaism today is generally divided into three different categories: Orthodox, Conservative, and Reform. In the two preceding chapters, you saw what social and economic forces helped to mold these three groups, who their leaders and founders were, and how their principles developed.

In a later chapter, you will pick up the threads and learn more about these divisions. You will see how they all grew in a land which gave them religious freedom and the right to believe as they wished. From your study, you will have a keener understanding of what Jews now believe.

I BUILDING YOUR VOCABULARY

Directions: The following words and phrases are used in Chapter Eight. You should consult the dictionary as well as your textbook to complete this exercise.

1. **Apologia** _____

2. **seminary** _____

3. **dissidents** _____

4. **militant** _____

5. **desecrating** _____

6. **sanctity** _____

II TRANSLATE, PLEASE

Directions: You should know the English meaning of the words used in this chapter. Write the meaning in the space after each word.

1. **smicha** _____

2. **chazzan** _____

3. trefa _____

4. maskil _____

III MATCHING COLUMNS

Directions: After each item in Column B write the number of the item in Column A with which it is most closely associated.

COLUMN A	COLUMN B	ANSWER
1. Isaac Leeser	a. rabbi of Beth Midrash HaGadol	a. <u>4</u>
2. Solomon Schechter	b. founder of JTS	b. <u>2</u>
3. Samuel Meyer Isaacs	c. editor of Jewish Messenger	c. <u>3</u>
4. Abraham Joseph Ash	d. translator of Bible into English	d. <u>1</u>
5. Sabato Morais	e. second president of JTS	e. <u>2</u>

IV MAKING CHOICES

Directions: Choose the correct answer in each of the following statements by underlining a, b, or c.

- Orthodoxy weakened in the first half of the 19th century because—
 - a. there were no educational facilities.
 - b. Jews didn't believe in God.
 - c. the Government forbade it.
- Maimonides College was founded by—
 - a. Leeser.
 - b. Wise.
 - c. Morais.
- Leeser translated the Bible into—
 - a. Hebrew.
 - b. French.
 - c. English.
- The JTS started out being—
 - a. Reform.
 - b. Orthodox.
 - c. Conservative.
- An Orthodox fighter against the Reform movement was—
 - a. Isaac Mayer Wise.
 - b. Solomon Schechter.
 - c. Abraham Joseph Ash.
- Orthodoxy and Reform were split permanently after—
 - a. the Pittsburgh Platform.
 - b. the JTS was founded.
 - c. Solomon Schechter came from England.

7. Conservatives believe—

- in some mitzvot and not in others.
- in all the mitzvot.
- in the holiness of the Torah, the Talmud, and the rabbinic writings.

V REMEMBERING FACTS

Directions: Your chapter deals with some important achievements of Isaac Leeser. Answer the following questions carefully.

1. List five major accomplishments of Isaac Leeser.

- establishment of Hebrew College for Training Rabbis
- founded Anglo-Jewish paper: Advocate and American Jew
- First English translation of the Bible
- Improvement of Jewish Education in America
- founder of Jewish Publication Society

2. Why did Leeser translate the Bible into English?

Only available Engl. transl. was of
Christian origin.

3. Why can we call Leeser an American Jewish missionary?

because he spent years teaching and
Education all over the U.S.

VI COMPARISONS AND DIFFERENCES

Directions: You have learned of the three divisions of Judaism—Orthodox, Conservative, and Reform. Write a paragraph on these divisions telling (a) how they differ, (b) how they are alike.

ORTHODOX, CONSERVATIVE, AND REFORM

CHAPTER NINE

The Third Wave of Immigration (PAGES 119-131)

East European immigration brought thousands of Jews to American shores. If you will look at your chart on page 134 in your textbook, you will see that between 1850, which marked the end of the Second Wave of Immigration, and 1880, the Jewish population was increased almost five times.

What did this mean for American Jewish life? What new Jewish institutions would East European Jewry sponsor? How would they give American Jews new life, new blood, and new energy? See if you can answer these questions as you study this chapter.

I BUILDING YOUR VOCABULARY

Directions: The following words and phrases appear in Chapter Nine. After each write a brief definition or explanation. You should consult the dictionary as well as your textbook.

1. pogrom _____

2. Pale of Settlement _____

3. "Goldenne M'dina" _____

4. Mother of Exiles _____

5. ITA _____

6. Greenhorns _____

7. HIAS _____

8. landsleit _____

9. landsmanschaften _____

10. needle trades _____

II USING A CHART

Directions: Look at the chart on page 134 in your textbook. Then answer the following questions.

1. What percentage of the entire American population was the American Jewish population in 1830? _____.
2. What percentage of the entire American population was the American Jewish population in 1880? _____.
3. How many more Jews were in America in 1890 than in 1850? _____.
4. How many Jews were living in America in 1950? _____.
5. How many Jews were living in America in 1810? _____.

III TRUE OR FALSE

Directions: Mark a "T" next to the statement which you think is correct. Mark an "F" next to the statement which you think is incorrect.

- ☐ 1. The Third Wave of Immigration brought Sephardic Jews to America.
- ☐ 2. The May Laws were proclamations by Ulysses S. Grant honoring labor leaders.
- ☐ 3. A poem written by a Jew is on the base of the Statue of Liberty.
- ☐ 4. Jews did not take to agriculture when they arrived in America.
- ☐ 5. East European Jews refused to work in sweatshops.
- ☐ 6. The *Forward* is a Jewish newspaper which still exists today.
- ☐ 7. Emma Lazarus was the president of HIAS.
- ☐ 8. "Landsleit" were people who came from the same town in the old country.

IV ILLUSTRATING HISTORY

Directions: Draw a scene in a typical sweatshop or in a tenement ghetto, where East European Jews worked and lived.

V THE ROOTS OF THE TROUBLE

Directions: Make a list of three or more reasons why Jews left Russia and Russian-dominated countries.

1. _____
2. _____
3. _____
- _____
- _____

VI GETTING THE FACTS

Directions: Be sure you know what each of the following are. Write a sentence about each.

1. **May Laws** _____

2. **Sweatshop** _____

3. **Ghetto** _____

VII THINGS IN THREES

Directions: You will be asked three things about each of the following. Answer them briefly.

1. Three agencies which helped Jews in the new land:

- a. _____
- b. _____
- c. _____

2. Three things which the agencies did to help Jews in the new land:

- a. _____
- b. _____
- c. _____

VIII FILLING IN

Directions: Write the word or phrase that best completes each statement.

1. Emma Lazarus was a Jewish_____.
2. She was moved to compassion by the suffering of_____.
3. She wrote a poem entitled_____.
4. The poem is cast in bronze on the_____.
5. The poem expresses the idea that America is_____.

CHAPTER TEN

The Advance of Orthodoxy (PAGES 132-144)

In your own day, you have seen the growth of many yeshivoth and many elementary day schools. It is hard to realize that there was a time when these did not exist. "How did children get their Jewish education?" you may have wondered.

In this chapter you learned the answer to your question. You saw the efforts made by great rabbis on behalf of Jewish education. You saw how the first Jewish college came into being.

Today, all the day schools together serve to strengthen Orthodox Jewish learning and to make America the center of Jewish research and study. As you learn of the destruction of Jewish communities in Europe, you will see that the establishment of Jewish learning in America is a most important achievement, insuring the future of Jews all over the world.

I BEFORE OR AFTER

Directions: In the blank space in each of the following sentences, write the correct word, "before" or "after."

1. East European Jews came to America after the German Ashkenazic groups.
2. The Talmud Torah as a means of Jewish education existed before the Yeshiva.
3. Rabbi Isaac Elchanan Theological Seminary existed after Etz Chaim Yeshiva.
4. Yeshiva College was founded after Rabbi Isaac Elchanan Theological Seminary.
5. The Agudas HaRabonim came before the Rabbinical Council of America.

II WHO AM I?

Directions: Write the name of the person who is talking in the space next to each sentence.

- R. Moses Mattlin 1. I opened a class for high school boys in my home.
- R. Isaac Elchanan 2. The first Orthodox rabbinical seminary in America was named after me.
- R. Bernard Revel 3. I dreamed of establishing the first Jewish secular college in America.

R. Bernard L. Levinthal

4. I was an Orthodox rabbi in Philadelphia who was on the Ordination Committee of RIETS and who was a good friend of Dr. Revel.

R. Eliezer Silver

5. I was an Orthodox rabbi of Cincinnati, who was for many years the head of the Agudas HaRabonim.

III ALPHABET SOUP

Directions: By now you must have many alphabet names swimming in your head. The following are branches of Orthodox, Conservative, or Reform Judaism. Mark an "O," "R," or "C" next to each, and write out the full name for which the initials stand.

	Orthodox, Conservative, or Reform	FULL NAME
1. CCAR	<u>R</u>	<u>Cent. Conference of Am. Rabbis</u>
2. JTS	<u>C</u>	<u>Jew. Theol. Seminar</u>
3. RCA	<u>O</u>	<u>Rabbinical Council of America</u>
4. HUC	<u>R</u>	<u>Hebrew Union College</u>
5. RIETS	<u>O</u> — Rabbi Isaac	<u>Elchanan Theol. Seminar</u>
6. UAHC	<u>R</u>	<u>Union of American Hebrew Congs.</u>
7. RA	<u>O</u>	<u>Rabbinical Alliance</u>
8. UOJC	<u>O</u>	<u>Union of Orth. Jew. Congs.</u>

IV SENTENCE SENSE

Directions: Write a sentence about each of the following, choosing the most important thing to tell about each.

1. cheder _____

_____ admirer

2. Rabbi Jacob Joseph _____

_____ founder of the first yeshiva in NY called Jacob Joseph

3. Talmud Torah _____

_____ Synagogue or community sponsored afternoon school

4. Etz Chaim _____

_____ First yeshiva and elementary day school in America

5. yeshiva _____

_____ School for higher studies in the Talmud

V TRUE OR FALSE

Directions: Mark a "T" next to the statement which you think is correct. Mark an "F" next to the statement which you think is incorrect.

- ☐ F 1. The East Europeans found many yeshivoth and Talmud Torahs in the new country.
- ☐ T 2. Etz Chaim was organized as a rabbinical seminary.
- ☐ T 3. There are almost two hundred elementary yeshivoth in America today.
- ☐ T 4. Rabbi Moses Matlin was the first president of RIETS.
- ☐ T 5. The Talmudical Academy is part of RIETS.
- ☐ T 6. The Yeshiva College was the first secular college to be established under Jewish auspices in the United States.
- ☐ T 7. The UOJC does for Orthodox Judaism what the UAHC does for Reform.

VI PARAGRAPH PRECISION

Directions: Write a paragraph about Dr. Bernard Revel telling (a) who he was, (b) what he believed, (c) what he accomplished.

VII ORIGINS AND BEGINNINGS

Directions: Each of the following, directly or indirectly, had something to do with RIETS. In one sentence, tell how.

1. Etz Chaim _____

2. Rabbi Moses Matlin _____

3. Dr. Bernard Revel _____

CHAPTER ELEVEN

Organizations and Contributions (PAGES 145-158)

From the beginnings of Jewish history, the Jewish community has taken care of its own. Caring for the sick, feeding the poor, and providing for the fatherless and the old were part of the everyday "tzdakah" of the Jewish community. Even acquiring a dowry for a bride was part of the responsibility which the European "kehilla" assumed for itself.

The Jews of America, in organizing the Federation of Jewish Charities, brought this tradition to America. Through the Federation and other organizations, they helped each other, provided for the destitute and the poor, and even concerned themselves with their brethren abroad.

I GETTING THE FACTS

Directions: In each of the following sentences write the word or phrase that best completes the statement.

1. The founder of the American Federation of Labor was a Jew named Sam Gompers.
2. Abraham Cahan was editor of Yiddish Daily Forward.
3. Socialism teaches that all industry should be owned and controlled by the government.
4. The Jewish Socialist schools were known as Arbeiter - Ring.
5. The language of the Jewish socialist schools was yiddish.
6. A Jew who was president of the International Ladies' Garment Workers' Union was David Dubinsky.
7. Jacob Gordin was a yiddish playwright.
8. A Jew who was active in labor and later became adviser to President Franklin D. Roosevelt was Sidney Hillman.
9. Morris Hillquit ran for the office of Mayor of NYC.
10. Jargon is another name for yiddish.

II MATCHING PAIRS EXERCISE

Directions: After each item in Column B write the number of the item in Column A with which it is most closely associated.

COLUMN A	COLUMN B	ANSWER
1. Sidney Hillman	a. candidate for mayor of New York	a. <u>4</u>
2. David Dubinsky	b. American Jewish Congress	b. <u>8</u>
3. Abraham Cahan	c. Yiddish theater	c. <u>6</u>
4. Morris Hillquit	d. Amalgamated Clothing Workers' Union	d. <u>1</u>
5. Daniel de Leon	e. New York Kehillah	e. <u>9</u>
6. Abraham Goldfaden	f. International Ladies' Garment Workers' Union	f. <u>2</u>
7. Mayer Sulzberger	g. Bureau of Jewish Education	g. <u>10</u>
8. Stephen Wise	h. American Jewish Committee	h. <u>7</u>
9. Judah Magnes	i. Socialist in Chicago	i. <u>5</u>
10. Samson Benderly	j. editor of <i>Daily Forward</i>	j. <u>3</u>

III MULTIPLE CHOICE

Directions: After each of the following sentences write the letter of the word or phrase that best completes the meaning.

- The political philosophy which advocates government ownership of property is (a) capitalism, (b) socialism, (c) Americanism, (d) democracy. (b)
- The American Federation of Labor was founded by (a) Samuel Gompers, (b) Sidney Hillman, (c) David Dubinsky, (d) Joseph Barondess. (a)
- The name most closely associated with the International Ladies' Garment Workers' Union is (a) Joseph Barondess, (b) Stephen Wise, (c) Morris Hillquit, (d) David Dubinsky. (d)
- The Jewish Socialist schools were called (a) yeshivoth, (b) Talmud Torahs, (c) Arbeiter Ring, (d) cheder. (c)
- "Mama Lashon" is a term which refers to (a) Hebrew, (b) mothers, (c) Yiddish, (d) German. (c)
- All of the following are great labor leaders *except* (a) David Dubinsky, (b) Sidney Hillman, (c) Louis Marshall, (d) Samuel Gompers. (c)
- All of the following are Jewish newspapers *except* (a) *Forward*, (b) *Day*, (c) *Telegram*, (d) *Morning Journal*. (c)

8. A writer for the Yiddish theater was (a) Stephen Wise, (b) Mayer Sulzberger, (c) Samson Benderly, (d) Abraham Goldfaden. (d)
9. The language which is a mixture of other languages is (a) Hebrew, (b) Yiddish, (c) German, (d) Russian. (b)
10. The first Young Men's Hebrew Association was formed about (a) 1930, (b) 1850, (c) 1900, (d) 1800. (b)

IV GREAT ORGANIZATIONS

Directions: The following are four important organizations mentioned in this chapter. Write a sentence about what each one does.

1. **Young Men's Hebrew Association** sponsoring
social and recreational activities but no rel. orientation
2. **American Jewish Committee** To protect the rights of Jews
all over the world
3. **American Jewish Congress** more popular than No. 2
and more ecumenically oriented
4. **Jewish Education Committee** to further and improve the
Jew. standard of Jew. Educ.

V CURIOSITY QUIZ

Directions: Answer the following "whys" in one sentence.

1. Why was the American Jewish Committee formed?
in account of the pogroms of the Kishinev
murders.
2. Why was the American Jewish Congress formed?
To have more popular representation of the
Jewish interests and to work for a Jew. homeland
3. Why did the Kehillah fail?
Because of too many factions or splinter groups
such as orthodox, conservative.

4. Why is Federation so important?

Because through the Fed. more people are
needed more contributions are necessary help.

REVIEW

UNIT TWO

I There were three large waves of immigration. Tell the following about each wave: (a) roughly when it took place, (b) what type of Jews entered America with that wave, (c) what major contribution that wave made towards developing the American Jewish Community.

1. First Wave of Immigration _____

2. Second Wave of Immigration _____

3. Third Wave of Immigration _____

II Each of the following personalities helped the American Jewish community develop. Tell what is important about each in two or three sentences.

1. Isaac Mayer Wise _____

2. Solomon Schechter _____

3. Bernard Revel _____

III Identify the following. Be sure you know what each institution whose initials you are identifying stands for.

1. UAHC Unit. Am. Hbr. Cong's.
2. HUC Hbr. Union College
3. CCAR Cent. Conf. of Am. Rabbis
4. JTS Jew. Theol. Sem.
5. RA Rabbinical Alliance (orthod.)
6. RIETS Rabbi Isaac Elchanan Theol. Sem.
7. RCA Rabbinical Council of America (orthod.)
8. UOJC Union of Orth. Jew. Cong's.
9. YMHA Young Men's Hbr. Assoc.
10. ^{ICA}ITA Jew. Coloniz. Assoc.
11. HIAS Hbr. Immigr. and Society

IV Write a sentence about each of the following, choosing the most important thing to say:

1. Isaac Leeser _____

2. Sabato Morais _____

3. Emma Lazarus _____

4. Etz Chaim _____

5. Arbeiter Ring _____

6. American Jewish Committee _____

7. American Jewish Congress _____

8. Judah Magnes _____

9. Stephen Wise _____

10. Samson Benderly _____

UNIT THREE

THE WORLD AT WAR

In this unit, you will be reading of two great wars that took place 20 years apart, and of innumerable little wars. You will learn that the Jews in service and out were as American as the rest of their non-Jewish comrades, working for the same goals and fighting for the same ideals.

But you will be struck with an interesting and exciting phenomenon. You will see how the Jews, although spread over many lands, and speaking many languages, will still be united. You will see how American Jews, because of their good fortune in being in the land of the free, will take care of their brothers, and will save thousands upon thousands of them.

This wonderful unity of the Jews is what you will admire most. And you will be proud that you are one of this great nation.

CHAPTER TWELVE

World War I (PAGES 165-177)

More than 250,000 Jews, enough to man eight regular divisions, served in the armed forces of America during World War I. They served with honor and with distinction, fighting side by side with their non-Jewish neighbors.

Even while they were fighting, they were thinking of their fellow Jews. They were filled with compassion at the plight of the Russian Jew, at the contempt in which the German Jew was held. They were torn by the news of the starvation and hunger in Palestine.

This compassion for their brethren, the American Jews expressed in their unique way, by creating wonderful welfare organizations to help the poor, and to relieve the oppressed. Guided by the principles of Torah, of love of man and of g'milas chasadim, the American Jews organized themselves so that they could help.

I BUILDING YOUR VOCABULARY

Directions: The following words and phrases appear in Chapter Twelve. After each write a brief definition, or use it in a sentence. You should consult the dictionary as well as your textbook to complete this exercise.

1. **zealot** _____

2. **Allies** _____

3. **Central Powers** _____

4. **Bolsheviks** _____

5. **Armistice** _____

II MAP STUDY

Directions: On the outline map of the world on page 92 in the workbook, show the location of each of the following:

- | | | | | |
|------------|-----------|------------|---------------|--------------|
| 1. Austria | 3. Russia | 5. Turkey | 7. Suez Canal | 9. Palestine |
| 2. Serbia | 4. France | 6. Germany | 8. Egypt | 10. Belgium |

III TRUE OR FALSE?

Directions: Mark a "T" next to the statement which you think is correct. Mark an "F" next to the statement which you think is incorrect.

- ☐ 1. America entered World War I on the side of Russia.
- ☐ 2. General Pershing led the Jewish Brigade.
- ☐ 3. Armistice Day is the day when the war ended.
- ☐ 4. The Russian Revolution took place before World War I.
- ☐ 5. No Jew ever became a general in the army.
- ☐ 6. Three Jews won the Congressional Medal of Honor.
- ☐ 7. Jews in the Russian Army were not allowed to become officers.
- ☐ 8. The British encouraged the Jews to form a Jewish Brigade.
- ☐ 9. The Zion Mule Corps trained donkeys for use in the hot Egyptian desert.
- ☐ 10. During World War I, the Turks owned Palestine.

IV WHO AM I?

Directions: Write the name of the person who is speaking in the space next to each sentence.

- Sgt. W. S. Sawelson 1. I was awarded a Congressional Medal of Honor after my death.
- Jos. Strauss 2. I was the highest Jewish officer in the Navy during World War I.
- Sir John Dimsdale 3. I was the ranking British Jewish officer in the "war to end wars."
- Josef Trumpeldor 4. I lost an arm in the Russo-Japanese War.
- Jos. Trumpeldor 5. I fought with Jabotinsky for the right to organize a Jewish Brigade.
- Leon Karmarky 6. I was the head of the Central Committee for the Relief of Jewish War Sufferers.
- Felix Warburg 7. I was the first chairman of the Joint Distribution Committee.
- Bernard Baruch 8. I was the head of the War Industries Board.
- Fel. Frankfurter 9. I was called upon to act as special assistant to the Secretary of War.
- Eugene Meyer, Jr. 10. I was the manager of the War Finance Corporation.

V MAKING CHOICES

Directions: Choose the correct answer in each of the following statements by underlining a, b, or c.

1. The Central Powers were—

- a. Russia, United States, and England.
- b. Germany, Austria, and Hungary.
- c. France, Turkey, and Italy.

2. The Jewish Brigade fought under—

- a. General Pershing.
- b. General Allenby.
- c. General Jabotinsky.

3. The Russian Revolution established—

- a. a republic in Russia.
- b. a monarchy in Russia.
- c. communism in Russia.

4. During World War I, the number of Jews who served in the armed forces was—

- a. a million.
- b. a half million.
- c. a quarter million.

5. Trumpeldor and Jabotinsky were—

- a. Communists.
- b. Zionists.
- c. Democrats.

6. The Zion Mule Corps helped bring supplies to the—

- a. British.
- b. Germans.
- c. Turks.

7. The American Ambassador to Turkey at that time was—

- a. Felix Frankfurter.
- b. Felix Warburg.
- c. Henry Morgenthau, Jr.

8. Palestine was important because—

- a. it was the gateway to the Middle East.
- b. there were a lot of rich Arabs living there.
- c. it had natural resources which both sides wanted.

VI ILLUSTRATING HISTORY

Directions: Draw a picture of how Sawelson or Kaufman won their Congressional Medals of Honor or draw a picture of the Jewish Brigade.

VII GETTING THE FACTS

Directions: In each of the following sentences, write the word or phrase that best completes the statement.

1. Two American Zionists who helped Jabotinsky get recruits for the Jewish Brigade were David Ben-Gurion and Lehman "Pop" Rosenthal.
2. The JDC's job is to distribute money for necessities.
3. Two prominent Orthodox leaders on the JDC were Harry Fishel and Rabbi Meyer Waxman.
4. The organization which certifies American rabbis for chaplains in the armed services is Jew. Welf. Board.
5. The man known as the "elder statesman" of America is Bernard Baruch.
6. The chairman of the United States Shipping Board was Albert Lasker.
7. The function of the Jewish Welfare Board is to provide for Jewish soldiers a home away from home.
8. The first organization to unite every Jew was AJDC.
9. The first Armistice Day was Nov. 11, 1918 and it marked the end of the war on both sides.
10. There were three Jews who received the Congressional Medal of Honor during World War I.

CHAPTER THIRTEEN

The Dream of a Jewish Homeland (PAGES 178-194)

From the day the Temple was destroyed, Jews had clutched at the hope of returning to Zion. They expressed this hope repeatedly in their daily prayers and on all their religious occasions. Throughout the ages, the Jew dreamed of returning to the Holy Land.

In this chapter, you have seen how this dream turned to reality. It is hard for you to believe that there was a time when Israel did not exist as a state, when prominent Jews had to fight for it, when nations of the world decided its fate on the see-saw of politics.

Even today the government of Israel is not secure. The poverty of the people, the jealousy of neighbors, and the existence of powerful anti-Israeli groups threaten the very existence of Israel as an independent, democratic nation.

I MULTIPLE CHOICES

Directions: After each of the following statements write the letter of the word or phrase that best completes the meaning or answers the question.

1. The Jew most influenced by the Dreyfus case was (a) Leo Pinsker, (b) Moses Hess, (c) Zvi Hirsch Kalischer, (d) Theodore Herzl. ()
2. Herzl wrote a book called (a) Rome and Jerusalem (b) The Jewish State, (c) Auto-emancipation, (d) The Jewish Problem. ()
3. The Chovevei Zion were (a) political Zionists, (b) colonists in Israel, (c) colonists in America, (d) anti-Zionist. ()
4. The Protest Rabbis (a) did not want the Zionist Congress to meet in Munich, (b) protested the Balfour Declaration, (c) did not want Herzl as president, (d) protested the Russian pogroms. ()
5. The Territorialists believed that (a) California should be independent, (b) a Jewish homeland could exist only in Palestine, (c) a Jewish homeland could exist anywhere, (d) Texas should be independent. ()
6. The head of the Territorialists was (a) Reines, (b) Wise, (c) Brandeis, (d) Zangwill. ()
7. The Religious Zionist party was the (a) Poalei Zion, (b) Chovevei Zion, (c) Hadassah, (d) Mizrachi. ()
8. Hadassah, as a movement, was (a) labor Zionist, (b) religious Zionist, (c) anti-Zionist, (d) women's Zionist. ()

9. The first Zionist Congress was held in the year (a) 1897, (b) 1917, (c) 1927, (d) 1937. ()
10. The organization which buys land in Palestine is (a) Hadassah, (b) Jewish National Fund, (c) Mizrahi, (d) Poalei Zion. ()

II TIME STUDY

Directions: After each of the following groups of events write the letter of the event that happened first.

1. (a) Herzl's audience with the Pope, (b) "The Jewish State," (c) The Dreyfus affair. ()
2. (a) "Auto-emancipation," (b) "The Jewish State," (c) "The Jewish Problem." ()
3. (a) British Mandate over Palestine, (b) Balfour Declaration, (c) Jewish Brigade. ()
4. (a) Versailles Peace Conference, (b) Basle Congress, (c) Dreyfus affair. ()
5. (a) Zvi Hirsch Kalischer, (b) Chaim Weizmann, (c) Theodore Herzl. ()

III ILLUSTRATING HISTORY

Directions: Draw a picture of Herzl's audience with any one of the rulers of the world or draw a picture of Trumpeldor's death at Tel Chai.

IV GETTING THE FACTS

Directions: In each of the following sentences write the word or phrase that best completes the meaning.

1. The French captain who was on trial for treason was_____.
2. The Viennese newspaper man who was most affected by this trial was _____.
3. This newspaper man wrote a book called_____.
4. In it, he advocated_____.
5. The first Zionist Congress was held in the city of_____.
6. It created the_____to finance the new state and_____to buy land.
7. The Basle Platform said_____.

8. The man who helped make Hebrew the Language of Palestine was _____.
9. The founder of Hadassah was _____.
10. The Balfour Declaration was issued in the year _____.

V MATCHING COLUMNS

Directions: After each item in Column B write the number of the item in Column A with which it is most closely associated.

COLUMN A	COLUMN B	ANSWER
1. Leo Pinsker	a. Founder of JNF	a. _____
2. Moses Hess	b. political Zionist	b. _____
3. Zvi Hirsch Kalischer	c. Auto-emancipation	c. _____
4. Theodore Herzl	d. The Jewish Problem	d. _____
5. George Eliot	e. A Jewish Spiritual Center	e. _____
6. Louis Brandeis	f. religious Zionist	f. _____
7. Chaim Weizmann	g. Rome and Jerusalem	g. _____
8. Alfred Dreyfus	h. British chemist	h. _____
9. Hermann Schapira	i. Daniel Deronda	i. _____
10. Ahad ha'Am	j. French captain	j. _____

VI DEFINITIONS

Directions: Know what you're talking about when each of the following is mentioned. In one sentence, tell the important fact about each.

1. Political Zionism _____
- _____
2. Protest Rabbis _____
- _____
3. Territorialists _____
- _____
4. Balfour Declaration _____
- _____
5. British Mandate over Palestine _____
- _____

CHAPTER FOURTEEN

World War II (PAGES 195-215)

Germany is in many ways the most puzzling of all nations. Although the Germans are gifted and intelligent, particularly in science and music, they have plunged the world into two world wars. They have invaded their neighbors' lands, destroying cities and killing thousands of innocent people.

What is particularly horrible is the Germans' contribution to the field of killing. Racial persecution, the concentration camp, and special and vile refinements of torture are all German specialties.

Why have the Germans repeatedly allowed themselves to be led to destruction by wicked or stupid leaders? Is there any way to reform the Germans and make them peaceful citizens of the world? Or will the Biblical saying, "They that take the sword shall perish with the sword," be especially true of the German nation?

Perhaps studying about World War II will help you make up your own mind as to what ought to be done about the German people.

I BUILDING YOUR VOCABULARY

Directions: The following words and phrases appear in Chapter Fourteen. After each write a brief definition or explanation. You should consult the dictionary as well as your textbook when you do this exercise.

1. **concentration camp** _____

2. **swastika** _____

3. **Storm Trooper** _____

4. **Nazi** _____

5. **communism** _____

6. **racial supremacy** _____

7. Fuehrer _____

8. crematorium _____

9. underground _____

10. Yishuv _____

II TRUE OR FALSE

Directions: Mark a "T" next to the statement which you think is correct. Mark an "F" next to the statement which you think is incorrect.

- ☐ 1. The minority rights clause in the Peace Treaties of Versailles changed the condition of the Jew for the better.
- ☐ 2. After World War I, there were anti-Semitic uprisings in the Ukraine, in Poland, and in Rumania.
- ☐ 3. After World War I, the Jews of Europe had free and unlimited immigration to America.
- ☐ 4. The Johnson Act, passed in 1924, said all Jews could come to America.
- ☐ 5. Russia is now called the Soviet Union.
- ☐ 6. Under Communism a Jew can think as he likes, can be very religious, and can even be a Zionist.
- ☐ 7. Jews are free to leave the Soviet Union whenever they like.
- ☐ 8. Nazism was established by Adolf Hitler.
- ☐ 9. The Nazis believed in the racial superiority of the Germans.
- ☐ 10. Franklin D. Roosevelt was the only head of a government who protested against Hitler's tactics.

III MATCHING COLUMNS

Directions: After each item in Column B write the number of the item in Column A with which it is most closely associated.

COLUMN A	COLUMN B	ANSWER
1. Israel Friedlander	a. founded Youth Aliyah	a. _____
2. Anne Frank	b. protected the Jews	b. _____
3. Gustav of Sweden	c. hid from the Nazis	c. _____
4. Adolf Hitler	d. was killed in Russia	d. _____
5. Henrietta Szold	e. protested Nazism	e. _____
6. Franklin D. Roosevelt	f. declared himself Fuehrer	f. _____

IV MULTIPLE CHOICES

Directions: After each of the following statements, write the letter of the word or phrase that best completes the meaning.

1. The Versailles Conference (a) encouraged Nazism, (b) guaranteed minority rights, (c) voted for communism, (d) was opposed by President Franklin D. Roosevelt. ()
2. The Johnson Act was (a) a civil rights act, (b) a resolution opposing Nazism, (c) an immigration act, (d) a resolution opposing communism ()
3. Israel Friedlander and Bernard Cantor were killed when (a) they stood up against Hitler, (b) they were representing the JDC in Germany, (c) they were representing the JDC in Russia, (d) they stood up against communism. ()
4. The Soviet Union (a) has nothing to do with the emigration of Jews from Russia, (b) controls the emigration of Jews from Russia, (c) allows Jews to leave Russia whenever they wish, (d) allows Jews to enter Russia whenever they wish. ()
5. In the Soviet Union today, there are (a) ten million Jews, (b) twenty million Jews, (c) five million Jews, (d) three million Jews. ()
6. The Nazi secret police was called (a) Cabinet, (b) Gestapo, (c) Jude, (d) Fuehrer. ()
7. The Nuremberg Laws were (a) resolutions against Hitler, (b) resolutions against the Allies, (c) resolutions against communism, (d) resolutions against the Jews. ()
8. Under Hitler the Jews were forced (a) to wear a yellow badge, (b) to leave for Palestine, (c) to become Nazis, (d) to leave for America. ()
9. Jewish books were burnt as early as (a) 1939, (b) 1933, (c) 1942, (d) 1927. ()
10. World War II broke out when (a) Hitler invaded Poland, (b) the Nuremberg Laws were passed, (c) Hitler invaded Russia, (d) the Japanese attacked Pearl Harbor. ()

V SOMETHING TO THINK ABOUT

Directions: Think over the following questions carefully. If possible, discuss them in class. Then in the space after each question write a brief statement of your opinion.

1. Why are America and Israel today considered to be the only hopes for Jewish survival?

2. Why did the world not object to Hitler's tactics as soon as he announced his intentions to kill all the Jews?

VI GETTING THE FACTS

Directions: In each of the following sentences write the word or phrase that best completes the statement.

1. Three American Jewish organizations which protested against Nazism were _____ and _____ and _____.

2. Genocide means _____.

3. A total of _____ Jews were killed by the Nazis.

4. Three concentration camps were _____
and _____ and _____.
5. Jews were transported to concentration camps in _____.
6. A famous uprising of Jews took place in _____.
7. Youth Aliyah is _____.
8. The British decree limiting Jewish immigration to Palestine was known
as the _____.
9. Youth Aliyah was begun in the year _____ by _____.
10. Yishuv means _____.

VII PARAGRAPH PRECISION

Directions: Write a paragraph on one of the following subjects.

1. The Warsaw Ghetto Uprising
2. The Infamous White Paper
3. Youth Aliyah

I *Five Jews who were active in America during World War I were:*

1. _____
2. _____
3. _____
4. _____
5. _____

II *The following American Jewish organizations each had a specific function. What was it?*

1. Joint Distribution Committee _____
2. Jewish Welfare Board _____
3. American Jewish Committee _____
4. American Jewish Congress _____
5. Anti-Defamation League _____

III *Each of the following helped Zionism become a reality. How?*

1. **Zvi Hirsch Kalischer** _____

2. **Theodore Herzl** _____

3. **Chovevei Zion** _____

4. **Joseph Trumpeldor** _____

5. **Chaim Weizmann** _____

6. **Hermann Schapira** _____

7. Eliezer ben Yehuda _____

8. Henrietta Szold _____

IV *Write a sentence about each of the following and how it affected the Jews.*

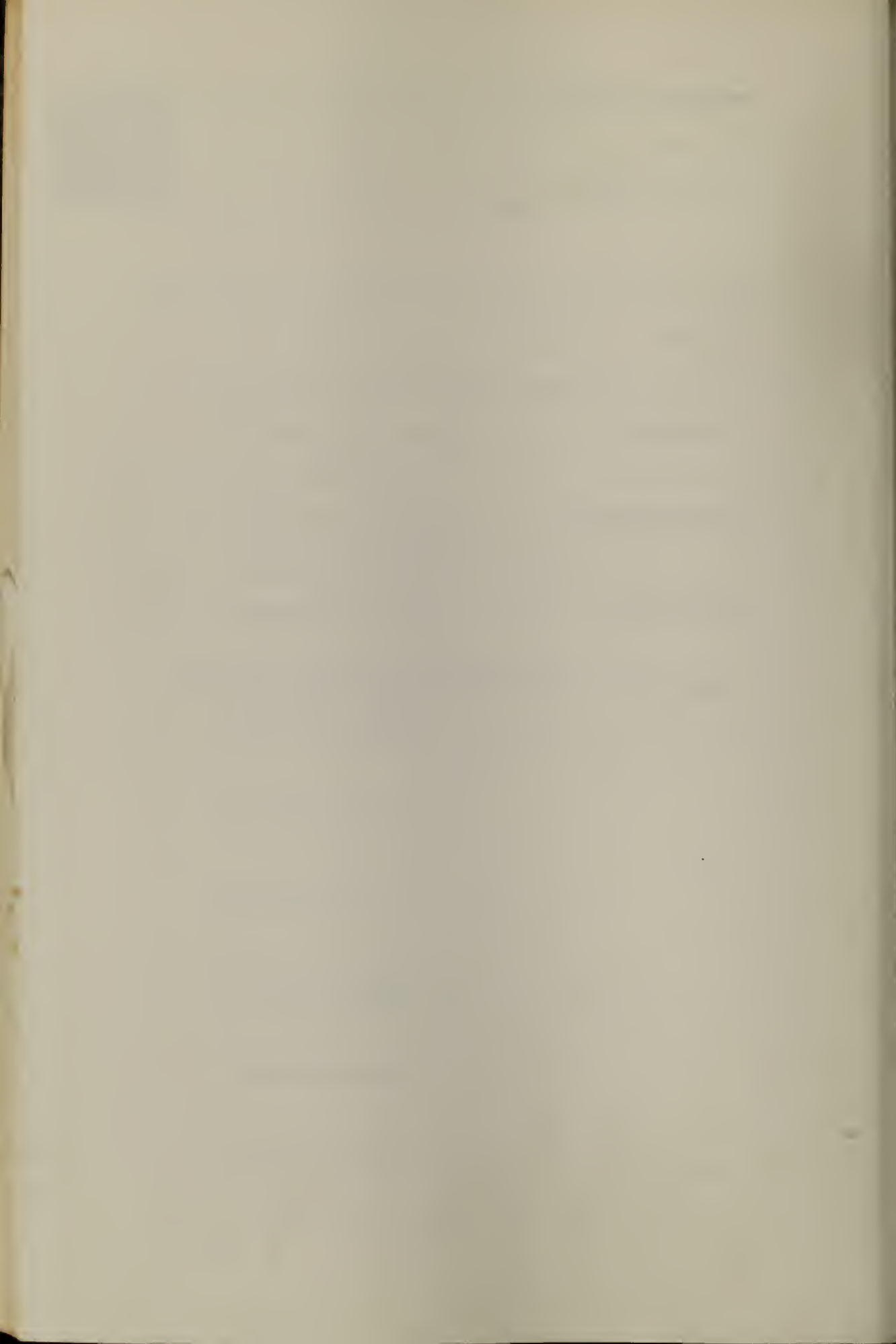
1. Nazism _____

2. communism _____

3. Nuremberg Laws _____

4. Youth Aliyah _____

5. Yishuv _____



UNIT FOUR

IN ISRAEL

This unit on Israel is one of the most stirring in Jewish history. Your heart will beat faster and your head will swim with pride at the accomplishments and deeds of heroism of the state of Palestine, which proclaimed itself as the free State of Israel.

There are still many problems that beset Israel. You will see these problems as you go along. But you will also see the desire to settle these problems for the welfare of the people of Israel.

Do you remember our original statement? We said that the hand of God could be seen in every aspect of our history. Do you see it here? How?

CHAPTER FIFTEEN

Bringing a People Home (PAGES 219-233)

The early days of the chalutzim in Palestine were like the early days of the Pilgrims in America. The chalutzim had to cultivate the land, fight hunger and disease, master the wastelands, and build new homes and cities.

Many became ill. More died of sickness than remained alive. Together with the problems of obstinate geography, crippling disease, and dry soil, they faced another problem.

That problem was the antagonism of the British who were in control of Palestine, and the fanatic hatred of the Arabs. The picture of the chalutz with hoe in one hand and gun in the other, is not an exaggerated one. It is exactly the way he lived.

What kept the chalutz going was the knowledge that he was the only hope for his people. He could bring them safely home from the tortured bloody lands of Nazi domination. He would overcome all obstacles in his desire to help his brothers.

I MAP STUDY

Directions: On the outline map on page 94 of this workbook indicate the location of each of the following:

- | | | |
|--------------|----------------------|--------------|
| 1. Palestine | 6. Mediterranean Sea | 11. Haifa |
| 2. Jerusalem | 7. Black Sea | 12. Geneva |
| 3. England | 8. Hungary | 13. Istanbul |
| 4. Turkey | 9. Poland | 14. Budapest |
| 5. Germany | 10. Tel Aviv | |

- Trace the route the Maapilim might take to get to Palestine from
 - Poland.
 - Hungary.
- Which of the cities of Palestine is a seaport? Mark a star next to it.
- Put a circle where the unfortunate *Struma* sank.

II SENTENCE SENSE

Directions: Write a sentence about each of the following, choosing the most important thing to say.

1. Mufti _____

2. Haganah _____

3. Havlagah _____

4. Jewish Agency _____

5. Shlichim _____

6. Maapilim _____

7. Hannah Senesch _____

III MULTIPLE CHOICES

Directions: In the space at the right of each of the following sentences, write the letter of the word or phrase that best completes the meaning.

1. In between wars the Yishuv (a) doubled its population, (b) grew almost five times as large, (c) was cut in half, (d) grew almost ten times as large. ()
2. All of the following *except* one are cities in Palestine: (a) Haifa, (b) Tel Aviv, (c) Jerusalem, (d) *Struma*. ()
3. Trachoma is (a) an eye disease, (b) another word for malaria, (c) a heart disease, (d) a new immigrant. ()
4. Arab riots took place in all of the following years *except* one: (a) 1929, (b) 1921, (c) 1936, (d) 1920. ()
5. After a while England (a) issued another White Paper, (b) chased the Arabs out of Palestine, (c) withdrew the White Paper, (d) chased the Jews out of Palestine. ()
6. The purpose of the Haganah was (a) to attack the Arabs, (b) to defend the Jewish settlements, (c) to harass the British, (d) to build new settlements. ()
7. The acting government of Palestine was (a) the Jewish Agency, (b) Haganah, (c) Havlagah, (d) England. ()
8. The Arabs were (a) opposed to the Nazis, (b) on the side of the Jews, (c) on the side of the British, (d) on the side of the Nazis. ()

IV ILLUSTRATING HISTORY

Directions: Draw a picture or series of pictures telling the story of the Struma or the Exodus.

V TRUE OR FALSE

Directions: Mark a "T" next to the statement which you think is correct. Mark an "F" next to the statement which you think is incorrect.

- ☐ 1. The Mufti did not want the Arab peasants to harm the Jews.
- ☐ 2. The chalutzim were city folk who settled in Tel Aviv.
- ☐ 3. Technion is an important school in Palestine.
- ☐ 4. England treated Palestine not as her mandate, but as her crown colony.
- ☐ 5. Public opinion forced England to withdraw the White Paper.
- ☐ 6. Haganah was strictly an army for offensive action.
- ☐ 7. A Jewish Brigade was organized during World War I and World War II.
- ☐ 8. The Jews refused to parachute behind Nazi lines because they knew that capture meant certain death.

VI PARAGRAPH PRECISION

Directions: On another sheet of paper, write a paragraph about Hannah Senesch telling (a) who she was, (b) what mission she went on, (c) what the outcome of that mission was, (d) how she described that mission.

VII GETTING THE FACTS

Directions: In each of the following sentences write the word or phrase that best completes the meaning.

- 1. Three cities in Palestine are _____ and _____ and _____.
- 2. Three universities in Palestine are _____ and _____ and _____.
- 3. When World War II broke out, the population of Palestine was _____.
- 4. The maapilim were considered _____ by the British.
- 5. The coffin boats were _____.
- 6. The fate of the passengers on the *Struma* was _____ because _____.
- 7. The fate of the passengers on the *Exodus* was _____ because _____.
- 8. The Irgun and the Stern Group were _____.

CHAPTER SIXTEEN

The War for Independence (PAGES 234-250)

Israel is a small country, the size of New Jersey. It is surrounded on three sides by enemies and on the fourth by the Mediterranean Sea. Yet, it has indomitable courage and faith in its future.

This courage and this faith you have seen in this chapter, in the siege of Jerusalem, and in the creation of the K'vish haG'vurah. This faith and courage have won for Israel the sympathies of the entire free world.

I BUILDING VOCABULARY

Directions: The following words and phrases appear in Chapter Sixteen. After each word or phrase write a brief explanation or use it in a sentence. You should consult the dictionary as well as your textbook to complete this exercise.

1. right wing _____

2. jurisdiction _____

3. partition _____

4. guerrilla warfare _____

5. embargo _____

6. Eyn Breiyrah _____

7. Davidka _____

8. Negev _____

II WHO AM I?

Directions: Write the name of the person speaking in the space at the beginning of each sentence.

- _____ 1. I was the head of the first government which recognized the State of Israel.
- _____ 2. I led an Army Legion against the State of Israel.
- _____ 3. I read the Proclamation declaring Israel to be a State.
- _____ 4. I was an American who died in the Battle of Jersuallem.
- _____ 5. I was the UN representative who arranged for the armstice between Israel and her neighbors.

III TIME STUDY

Directions: After each of the following group of events, write the letter of the event that happened first.

1. (a) Israeli War for Independence, (b) World War II, (c) Warsaw Ghetto Uprising. ()
2. (a) Partition Plan, (b) Declaration of State of Israel, (c) formation of Haganah. ()
3. (a) League of Nations, (b) rise of Hitler, (c) United Nations. ()
4. (a) United Jewish Appeal, (b) Central Committee for the Relief of Jewish War Sufferers, (c) Joint Distribution Committee. ()
5. (a) Sinking of the *Struma*, (b) British Mandate, (c) Turkish rule in Palestine. ()

IV THE ROOTS OF THE TROUBLE

Directions: Make a list of three or more problems which face Israel today.

1. _____
2. _____
3. _____
- _____
- _____

V TRUE OR FALSE

Directions: Mark a "T" next to the statement which you think is correct. Mark an "F" next to the statement which you think is incorrect.

- ☐ 1. The American Zionist Council united the Zionist organizations in America.
- ☐ 2. The American League for a Free Palestine was an anti-Zionist group.
- ☐ 3. The American Council for Judaism was an anti-Zionist group.
- ☐ 4. In the year 1947 alone, \$170 million was raised by American Jews on behalf of the UJA.
- ☐ 5. The Yishuv was completely in favor of the UN Partition Plan.
- ☐ 6. Arabs fled from Palestine because the Jews announced over the radio that they would all be murdered.
- ☐ 7. The new State of Israel was proclaimed on the very day that the British left Israel.

VI GETTING THE FACTS

Directions: In each of the following sentences, write the word or phrase that best completes the meaning.

- 1. An organization which represented the Irgun in America was _____.
- 2. An anti-Israel organization in America is _____.
- 3. The Partition Plan of the UN made three suggestions: (a) _____, (b) _____, (c) _____.
- 4. The Partition Plan was passed by the UN on _____.
- 5. The Jewish state was declared on the English date of _____ corresponding to the Hebrew date of _____.
- 6. The first Israeli Ambassador to the United States was _____.
- 7. The six Arab countries which fought Israel were _____, _____, _____, _____, _____, and _____.

CHAPTER SEVENTEEN

The New State of Israel (PAGES 251-265)

The government of Israel is not only concerned with the economic well being of all its citizens. It is steeped in political democracy, and gives every Israeli citizen full rights and equal privileges under the laws of the state.

The drafters of the Israeli Constitution may have learned from the Western democracies, especially from America. But it was the heritage of social justice as expressed in the Bible which came to fruition in the Israeli government.

Israel proved that a people who had been downtrodden and persecuted could rise again. But most important of all, it proved that a people could establish itself on basic human principles of righteousness and justice for all.

I GOVERNMENT OF ISRAEL

Directions: You will find the answers to these questions by studying pages 251-256 in your textbook. Write the word or phrase that best completes the meaning.

1. The legislative body of Israel is called the _____.
2. There are _____ members in the Knesset elected by _____.
3. The President of Israel is elected by _____, and his duties are mostly _____.
4. The Prime Minister is appointed by _____.
5. The official language of Israel is _____.
6. When a Prime Minister adds members of other parties to his Cabinet in order to get support, it is called a _____.
7. The first Knesset was elected in the year _____.

II TRUE OR FALSE

Directions: Mark a "T" next to the statement which you think is correct. Mark an "F" next to the statement which you think is incorrect.

- ☐ 1. The most important officer in Israel is the President.
- ☐ 2. The largest political party in Israel is the Mapai.
- ☐ 3. Dr. Weizmann became President of Israel on May 14, 1958.

- ☐ 4. Ben Gurion never was a Zionist until Hitler came to power.
- ☐ 5. The Israel National Military Cemetery is on Mount Herzl.
- ☐ 6. The Law of Return said that all prominent Zionists could return to be buried on Mount Herzl.
- ☐ 7. All the incoming immigrants are self-sufficient when they arrive in Israel.
- ☐ 8. The American government has contributed over \$540 million in loans and aid to Israel.
- ☐ 9. The Magic Carpet is the name of the Israeli theater.
- ☐ 10. Israeli bonds are like the government bonds sold in the United States.

III MATCHING PAIRS

Directions: After each item in Column B write the number of the item in Column A with which it is most closely associated.

COLUMN A	COLUMN B	ANSWER
1. Mapai	a. Religious Zionists	a. _____
2. cherut	b. Israeli Chief of Staff	b. _____
3. Magic Carpet	c. Second President of Israel	c. _____
4. Mizrachi-Hapoel haMizrachi	d. Labor Zionists	d. _____
5. Ben Gurion	e. First President of Israel	e. _____
6. Menachem Beigen	f. Dead Sea Scrolls	f. _____
7. E. L. Sukenik	g. party of Freedom	g. _____
8. Chaim Weizmann	h. leader of Irgun	h. _____
9. Yigal Yadin	i. Jews of Yemen	i. _____
10. Yitzchak ben Zvi	j. Prime Minister of Israel	j. _____

IV MULTIPLE CHOICES

Directions: After each of the following sentences write the letter of the word or phrase that best completes the meaning.

1. The labor party of Israel is (a) Mapai, (b) Mizrachi, (c) Cherut, (d) General Zionist. ()
2. David ben Gurion belongs to (a) Cherut, (b) Mapam, (c) Mapai, (d) General Zionist. ()

3. Menachem Beigen is the head of (a) Mapai, (b) Mizrachi, (c) Mapam, (d) Poalei Agudath Israel. ()
4. Herzl's grave is in (a) Tel Aviv, (b) Jerusalem, (c) Vienna, (d) Lydda Airport. ()
5. All of the following *except* one are political parties in Israel: (a) Cherut, (b) Hadassah, (c) Mapai, (d) Mizrachi. ()
6. Today there are (a) two million Jews in Israel, (b) one million Jews in Israel, (c) four million Jews in Israel, (d) almost two million Jews in Israel. ()
7. Yitzhak ben Zvi and Chaim Weizmann are (a) two labor Zionists, (b) two prime ministers, (c) two presidents, (d) two archeologists. ()
8. Yigal Yadin and E. L. Sukenik are (a) two religious Zionists, (b) two prime ministers, (c) two presidents, (d) two archeologists. ()
9. Magic Carpet is (a) the Hebrew Theater, (b) airlift bringing in Jews from Yemen, (c) a loan from the United States government, (d) a loan from Pakistan. ()
10. The Dead Sea Scrolls are (a) Biblical commentaries, (b) Megilah of Esther, (c) the desert around the Dead Sea, (d) part of the Israeli Constitution. ()

V MAP STUDY

Directions: On the outline map on page 95 of this workbook, show the location of each of the following.

- | | | |
|---------------------|-------------------|------------------------|
| 1. Tel Aviv | 6. Tunisia | 11. Persia |
| 2. Jerusalem | 7. Europe | 12. Morocco |
| 3. Asia | 8. Rumania | 13. Afghanistan |
| 4. Africa | 9. Israel | |
| 5. Yemen | 10. India | |

1. Draw a red line showing the "Operation Magic Carpet."
2. Draw a red circle around the European country which sent a great many immigrants into Israel in 1958.
3. Draw a blue circle around the city where the Knesset meets.
4. Underline in blue the city which houses Israel's airport.

VI SENTENCE SENSE

Directions: Write a sentence about each of the following, choosing the most important thing to say.

1. Law of Return _____

2. Ingathering of the Exiles _____

3. Operation Magic Carpet _____

4. Mount Herzl _____

5. Dead Sea Scrolls _____

6. German Reparations _____

VII KNOWING THE FACTS

Directions: The "Ingathering of the Exiles" is helped by three factors or institutions outside of Israel. List and explain each of the three.

1. _____

2. _____

3. _____

I *Answer each of the following questions:*

1. Who were the Maapilim?

2. What was the Haganah?

3. What British policy caused the *Struma* to sink?

4. Who was Hannah Senesch?

5. When was the War for Independence fought? Against whom?

II *Write a sentence about each of the following:*1. **Battle of Jerusalem** _____

2. **UN Partition Plan** _____

3. **May 14, 1948** _____

4. **Knesset** _____

5. **David ben Gurion** _____

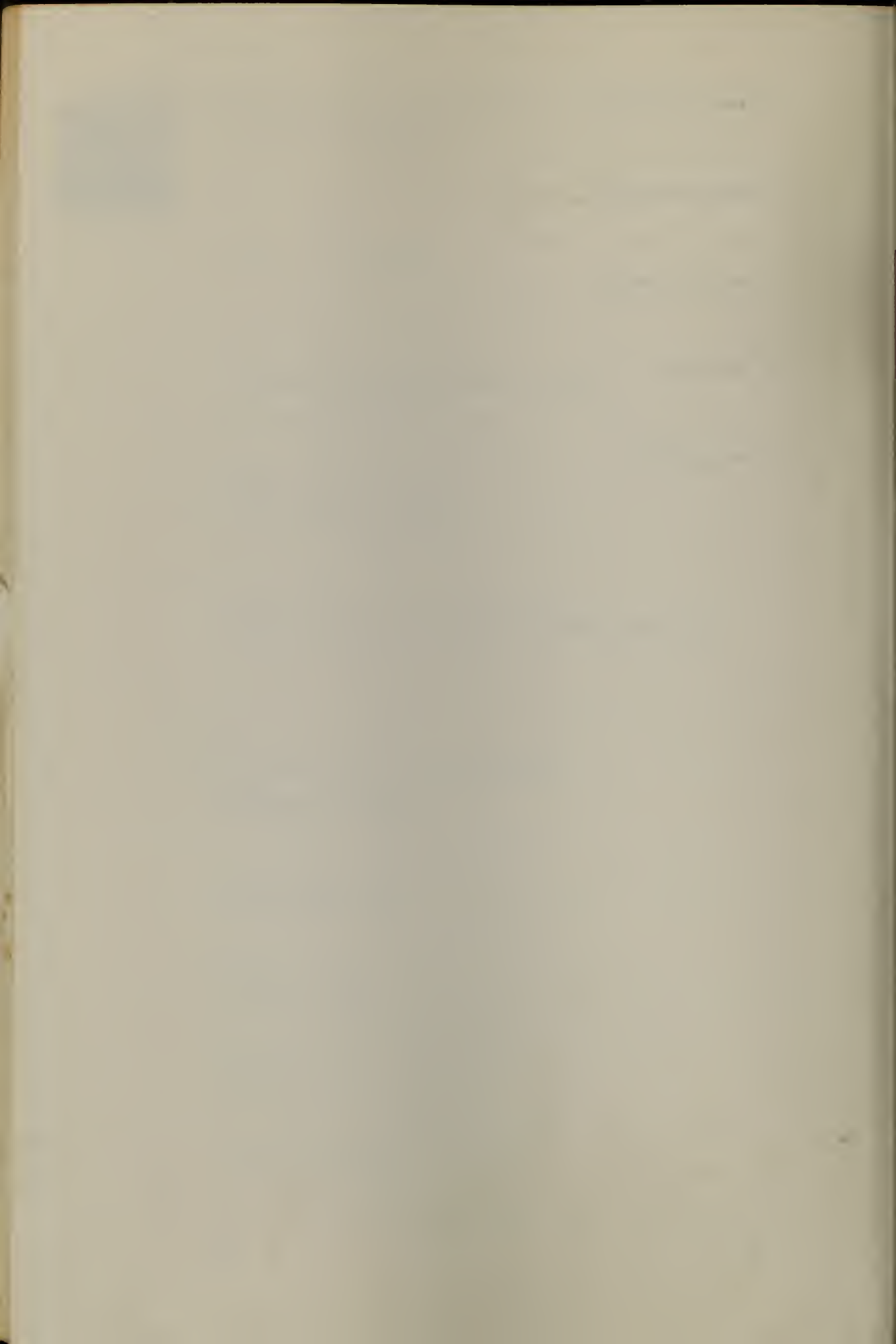
6 Chaim Weizmann _____

7. Yitzchak ben Zvi _____

8. Dead Sea Scrolls _____

9. Havlagah _____

10. Mount Herzl _____



UNIT FIVE

ISRAEL AND AMERICA TODAY

You remember that after the destruction of our Second Temple, Jewish history was directed into two streams. One continued in Palestine and the other in Babylonia. Today, in another time, Jewish life again flows from two sources—from Israel and from America. You have studied some of the historic events and great people which served as God's instruments in helping Jewish life grow in both these countries. You are now better able to understand the responsibilities *you* have to assume, the knowledge of Torah *you* must acquire, and the traits of decent and honorable living which Judaism requires of *you*.

Answer your questions carefully and slowly. Be sure to think through what you are writing and be sure that you understand it.

CHAPTER EIGHTEEN

In Israel Today (PAGES 269-281)

Israel is young; Israel is growing. It is like a child who has still many things to learn, many experiences to live. It is not a finished product—it is still making traditions, developing its own literature, its songs, its national customs, and national identity.

In this chapter you learned some of the internal problems which affect the growth of Israel. The "Who is a Jew?" controversy, for example, is still raging. It is still unanswered.

These problems cannot disappoint us in the future of the state. Where there are honesty and good faith and public interest at heart problems have a way of resolving themselves in time. Israel, too, will resolve its problems and come out stronger and richer for having done so.

I MAP STUDY

Directions: On the map of Israel on page 96 of this workbook, show the location of each of the following:

- | | | |
|----------------------|------------------|-------------------|
| 1. Galil | 6. Gaza Strip | 11. Gulf of Elath |
| 2. Emek | 7. Dead Sea | 12. Egypt |
| 3. Negev | 8. Lake Kinneret | 13. Lebanon |
| 4. Jordan River | 9. Elath | 14. Syria |
| 5. Mediterranean Sea | 10. Red Sea | 15. Jordan |

II MULTIPLE CHOICES ON ISRAEL'S GEOGRAPHY AND CLIMATE

Directions: After each sentence write the letter of the word or phrase that best completes the meaning

1. All of the following *except* one are products of Israel: (a) airplanes, (b) wheat, (c) peanuts, (d) cotton. ()
2. Israel is (a) the second largest diamond-cutting center in the world, (b) the first largest diamond-cutting center, (c) the third largest diamond-cutting center, (d) the fourth largest diamond-cutting center. ()
3. The city of Sodom is on the (a) Dead Sea, (b) Mediterranean Sea, (c) Red Sea, (d) Jordan River. ()
4. The city on the southernmost tip of Israel is (a) Jerusalem, (b) Tel Aviv, (c) Sodom, (d) Elath. ()
5. King Solomon's mines have been found in (a) the Galil, (b) the Negev, (c) the Emek, (d) Jordan. ()

6. The Gaza Strip lies (a) between Israel and Jordan, (b) between Israel and Egypt, (c) between Israel and Syria, (d) between Israel and Lebanon. ()

7. The hamsin are (a) seas, (b) rains, (c) Arabs, (d) winds. ()

8. Israel's two main interests are (a) golf and tennis, (b) fishing and sports, (c) building up heavy industry and agriculture, (d) fighting the Arabs and fighting the Religious Bloc.

9. From the Dead Sea and from Elath, Israel produces (a) cotton, peanuts, and oil; (b) potash, phosphate, and uranium; (c) wheat, bananas, and vegetables; (d) diamonds, sugar, and rice. ()

10. Israel has (a) four seasons, (b) one season, (c) three seasons, (d) two seasons. ()

III SENTENCE SENSE

Directions: Write a sentence about each of the following:

1. **hamsin** _____

2. **Fedayeen** _____

3. **Gulf of Aquaba** _____

4. **Gaza Strip** _____

5. **Bar Ilan** _____

IV IDENTIFICATION INDEX

Directions: Each of the following had something important to do in connection with Israel. Tell what.

1. **Yigal Yadin** _____

2. **Yigal Allon** _____

3. **Moshe Dayan** _____

4. **Abdul Gamal Nasser** _____

5. Yaakov Herzog _____
6. Abba Eban _____
7. Shlomo Goren _____
8. Rabbi Nissim _____
9. Rabbi Herzog _____
10. Moshe Shapiro _____
11. Joseph Burg _____
12. Judah L. Maimon _____
13. Menachem Poresh _____

V ILLUSTRATING HISTORY

Directions: Draw a picture of Shlomo Goren leading the troops into the Sinai campaign.

VI EXPRESSING AN OPINION

Directions: Write the accomplishments of the Religious Bloc in each of the following instances. Then write your opinion of the importance of these accomplishments.

1. Who is a Jew? _____

2. Shabbat _____

3. Kashrut _____

YOUR OPINION

CHAPTER NINETEEN

American Jews Today (PAGES 282-297)

You have just studied the experiences of the Jews in America over more than three hundred years. You have learned what roots the American Jew harks back to, what handicap he had to overcome, what problems he had to face, and finally, how he built for himself a chain that would tie him to his forefathers and to his children, the chain of Torah.

The study of American Jewish history should make you aware of the still-continuing process of change and search. While the study of American Jewish history should give you the picture of Jewish participation and aid in the building of American democracy, it should also give you the picture of Jews bolstering their faith, their culture, and their institutions.

If you see both these pictures, then you have a good understanding of American Jewish life.

I FINDING THE FACTS

Directions: In the following sentences, write the words or phrases that will best complete the meaning.

Originally, most American Jews came as _____ to
a new land. Today, _____ per cent of all American Jews are native-born.
The two major means a Jew has to identify himself as a Jew are _____
_____ and _____.
Almost _____ million Jews of the _____ million total
Jewish population are in some way connected with a Jewish House of Worship.

II TRUE OR FALSE

Directions: Mark a "T" next to the statement which you think is correct. Mark an "F" next to the statement which you think is incorrect.

- ☐ 1. Jews are smarter than non-Jews.
- ☐ 2. There are two million Jews in the United States today.
- ☐ 3. There are more Orthodox congregations than Reform and Conservative.
- ☐ 4. Reform is exactly the way it was at the time of the Pittsburgh Platform.

- ☐ 5. Reform Jews would like to have a guide or code of practices.
- ☐ 6. Conservative Jews have no divisions.
- ☐ 7. The Reconstructionists have Mordecai Kaplan at their head.
- ☐ 8. The Albert Einstein Medical College is sponsored by the Conservatives.
- ☐ 9. Rabbinical Council of America is Reform.
- ☐ 10. The Hillel Foundation is a yeshiva.

III MATCHING COLUMNS

Directions: After each item in Column B write the number of the item in Column A with which it is most closely associated.

COLUMN A	COLUMN B	ANSWER
1. Dr. Nelson Glueck	a. Jewish composer	a. _____
2. Dr. Louis Finkelstein	b. Diphtheria inoculation	b. _____
3. Dr. Samuel Belkin	c. Supreme Court Justice	c. _____
4. Dr. Mordecai Kaplan	d. Yeshiva University	d. _____
5. Dr. J. B. Soloveitchik	e. Jewish writer	e. _____
6. Dr. Bela Schick	f. Jewish actor	f. _____
7. Bernard Malamud	g. Hebrew Union College	g. _____
8. George Gershwin	h. Jewish Theological Seminary	h. _____
9. Paul Muni	i. Reconstructionism	i. _____
10. Benjamin Cardozo	j. great Orthodox rabbi	j. _____

IV SENTENCE SENSE

Directions: Write a sentence about each of the following:

1. **Eternal Light** _____

2. **Reconstructionism** _____

3. **Albert Einstein College of Medicine** _____

4. **Hillel Foundation** _____

5. Hebrew Theological College _____

6. Brandeis University _____

7. Dropsie College _____

8. People of the Book _____

9. YIVO _____

10. Hadoar _____

V INFORMATION QUIZ

Directions: List two Jews in each of the following categories who have become prominent in their chosen fields.

1. Science

a _____

b _____

2. Music

a _____

b _____

3. Literature

a _____

b _____

4. Acting

a _____

b _____

5. Publishing

a _____

b _____

VI PARAGRAPH PRECISION

Directions: Write a paragraph on the following subject. Choose the important things to say.

WHY YESHIVA EDUCATION IS THE BEST JEWISH EDUCATION

REVIEW

UNIT FIVE

I *What are the problems that face Israel today?*

1. _____
2. _____
3. _____

II *Name the three great geographic divisions of the land of Israel.*

1. _____
2. _____
3. _____

III *Identify each of the following:*

1. **Sinai campaign** _____

2. **Religious Bloc** _____

3. **Chief Rabbi** _____

IV *Mention one prominent Jew in Orthodox, Reform, and Conservative Jewry.*

1. **Reform** _____
2. **Conservative** _____
3. **Orthodox** _____

V *Write a paragraph about Yeshiva University, the institutions that make it up, its importance, growth, and development.*

YESHIVA UNIVERSITY

